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ABSTRACT

Presented are six lectures in special education and rehabilitation given in 1971 at the University of Southern California. Dr. James Gallagher considers accountability, program planning, and program evaluation by means of a systems model. Suggested are the development of measurable educational objectives in special education. Dr. Edgar Lowell deals with the most productive use of funds and personnel. Offered is a model of educational planning which would include more mechanized schools and a higher ratio of pupils per teacher. Dr. Clayton Morgan explores aspects of human potential and suggests that limiting the expected achievements of the handicapped does them a great disservice. Dr. Frank Hewitt considers the dilemma of special versus regular classroom placement. He describes the Madison Plan which groups children having learning difficulties together in a progressive preacademic and academic program of classroom skills. Dr. Carolyn Vash stresses the necessity for a conceptual view of man and offers her own philosophy as a basis for rehabilitation programs. Andrew Marrin discusses principles of vocational rehabilitation such as the one-to-one client-counselor relationship in terms of his 30 years of experience in the field. (DB)

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TENTH ANNUAL

DISTINGUISHED LECTURE SERIES

IN

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AND

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SUMMER 1971

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DEPARTMENT OF SPECIAL EDUCATION
SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
LOS ANGELES, CALIFORNIA 90007

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TENTH ANNUAL DISTINGUISHED LECTURES SERIES in SPECIAL EDUCATION and REHABILITATION

SUMMER SESSION 1971

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Edited by

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PREFACE

The Summer of 1971 marked the 10th year that the School of Education at the University of Southern California has presented an annual series of distinguished lectures in Special Education and Rehabilitation. The 10th Annual Series represents a continuation of quality presentations directed at deepening understanding and focusing on significant issues in Special Education and Rehabilitation.

Under the sponsorship of the School of Education, the Distinguished Lecture Series committee has assumed the responsibility for presenting and publishing lectures which will challenge the student and professional to increase their attention to areas pertinent to their studies and professional responsibilities.

Dr. James J. Gallagher deals with the concept of accountability, program planning and program evaluation utilizing a systems model as a method. In the process, the systems approach is presented in clear terms, devoid of much of the mystery often attributed to it.

Dr. Edgar L. Lowell addresses himself to a central concern of educational administrators; the most productive use of funds and personnel. Concepts from economics are utilized to present a model for educational planning, which challenge current approaches to educational organization.

Dr. Clayton A. Morgan explores the issue of human potential and gives attention to the great possibilities in this area for persons working in rehabilitation.

Dr. Frank M. Hewett presents a provocative and innovative option to the dilemma of regular versus special classroom placement in the case of the exceptional child.

Dr. Carolyn Vash develops a unique thesis on the necessity for a conceptual view of man designed to assist in dealing with the problem of client advocacy in vocational rehabilitation counseling.

The series is concluded with Mr. Andrew Marrin who as Associate Regional Commissioner of Rehabilitation services and former director of

the California Department of Rehabilitation, addresses the main issues in rehabilitation both as an administrator and theoretician as well as in terms of thirty years of experience in line counseling and leadership.

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Accountability and Special Education

JAMES J. GALLAGHER, Ph.D.

Frank Porter Graham Child Development Center
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I am pleased and honored to be given the opportunity to participate in this distinguished lecture series that has been conducted here at the University of Southern California. In searching for a topic of importance for the occasion, I have chosen to discuss the concepts of accountability, program planning, and program evaluation since I believe that the carry great implications for the future of special education. I wish to propose one major action step that I believe should be taken by the field of special education in this arena, a step that can only be understood with some background in these topics themselves.

There is an appropriate story about a cow who wandered far afield in her search for some grass. She wandered onto a railroad track at the precise time that the streamliner was coming through the area. The cow looked up and seeing the train bearing down on her, had one last thought before being turned into hamburger. That last thought was, "Why me?" Of course, the answer is, "No particular reason, you just happened to be in the wrong place at the wrong time."

The answer is, "No particular reason, you just happened to be in the onrushing demands for accountability which contain many hard questions about their own performance, who can understandably say, "Why me?" The answer is, "No particular reason, you just happened to be in the field of education at this time in history." The issue of accountability extends far beyond special education. It is worthwhile, therefore, to consider where the call for accountability comes from, what it is, and then to think about what it means for special education. Defining accountability is not particularly difficult. Accountability means that you are willing to demonstrate that you are doing what you claim to do. If we are in the business of rehabilitating children, can we demonstrate that they have been rehabilitated?

Educational accountability is often hard to come by because it is difficult to find out what is actually being done, or to separate the effects of school programs from the rest of the environment of the child, or because there is no general agreement on what is supposed to be done. To have full accountability, we would first have to have everyone agreeing upon what the goals are and on being able to demonstrate progress towards these goals. Such goals are difficult to achieve but that doesn't mean that we cannot try to move in that general direction.

The present strong call for educational accountability appears to stem from a number of sources. Most people have focused on the disillusionment of the general public in what the schools are doing. This, in large measure, relates to the failure of education to dramatically improve the lot of disadvantaged children through Headstart or Title I, ESEA. But there is another reason for the demands of accountability and that lies in the basic economic truth that there is not enough money available in our society to take care of all of our perceived needs.

While there is no question that the general public is suspicious of its public schools and its universities, a good case could be made that the basic problem is that education budgets are continually going up and income is not. Somewhere along the line it was inevitable that someone was going to say, "Hold it, let us see if we are getting our money's worth from our investment in education." Most of us are inclined to applaud such questions when they are applied to defense spending. It is hard to see how we can complain too vigorously about the posing of similar questions in education.

I remember vividly a discussion I had once with one of the federal budget people in Washington who said to me, "We all know that you folks in the handicapped are devoting your lives to a worthy cause, but remember you are asking the U.S. Government to spend more than a hundred million dollars in this area. There are many important and urgent causes in this country that need more resources. Before we give this money to you or anyone else we want to know whether we will greatly increase some positive output from your program."

A few questions on accountability that we have not asked ourselves in a long time in special education are worth asking. Do we, in fact, do what we say we are going to do? For example, if one of the major objectives of deaf education is to help deaf children communicate more effectively with non-deaf adults, how well have we done? How many

deaf children who have gone through an eight or twelve year training program in special classes or institutions can as young adults communicate effectively with hearing adults? If one of our program objectives for emotionally disturbed children is that they can perform in the normal program or in society more effectively, can we demonstrate that we have achieved that goal? How many disturbed children still turn out to be disturbed and disruptive adults? I don't know and you don't know but perhaps it is time for us to find out.

I suspect that one of the reasons we haven't done this before is that the organization of the educational programs into age levels tends to fragment rather than to synthesize planning. In other words, it is rare to find a teacher of preschool gifted talking to secondary school personnel about objectives that they have in common. It is rare to have the various educational personnel dealing with different age levels of the retarded child to meet and talk about linked objectives.

Each of us sees the youngster pass through a little part of his developmental history with us. We see him leave, and we wish him well, but we don't know what happened to him. We assume, sometimes for our own mental health, that everything turned out well.

ASKING THE RIGHT QUESTIONS

One of the long range consequences of the current emphasis on accountability is to focus attention on what comes out of the educational experience, rather than focus on what goes into it. Previously, we have applied substantial attention upon such inputs as the number of teachers needed, the number of special classes provided, the number of children seen by the speech correctionist, etc. What we are being asked to do now by our economist friends is to start from benefits to the child and present what is needed in terms of improvements made in the child.

When one starts from the child rather than from the number of services provided to the child we begin to observe many more alternative approaches than we had previously thought available. For example, if one output that we consider desirable is that an educably retarded child become a functional reader by the time he is thirteen years of age, then we can explore a variety of ways that these desirable goals could be brought about. Certainly we should not proceed on the assumption that the only ways that this goal could be brought about is in a special class taught by a teacher with certification in the field of the retarded. As a matter of fact, I have pointed out numerous times that it takes only

very simple calculations to show that it is literally impossible for us in special education to turn out enough of the specialists we say we need in order to handle the problems of emotionally disturbed or learning disabled children within the next three or four centuries.

But how we ask the questions on how to improve special education has a good deal to do with the type of answer we get. For example, we could ask the question as to how to improve the kerosene lamp. If we ask the question in that form, then what we will get back are some good suggestions for improvement of the kerosene lamp. If we ask the question, 'how do we shed more light into a given area?' then we have raised our intellectual sights so that we can consider Edison and the electric light bulb.

Similarly, if we ask how we can improve the internal combustion engine or how to improve the automobile, we will get one set of answers that should improve the automobile. But is that really the question we should ask? Perhaps we should ask ourselves a more fundamental question, "How can we move large numbers of citizens around from place to place with maximum efficiency and satisfaction?" We may open the door to a set of much more innovative suggestions by merely changing the form of the question.

Similarly, in special education, we can ask ourselves how we can improve our teacher training programs for the teachers of the retarded? But is that really the right question? If we go back to planning that starts from the benefit to the child, we will ask how can we achieve the objective of functional reading skills? This will give us a wide variety of alternatives and perhaps a very different delivery system of services to these children. While we theoretically are always open to suggestions that will improve the lot of the handicapped child, we often don't seem to act that way.

INHUMANITY OF INSTITUTIONS

In discussing the problems of retarded children from minority groups with many different special educators over the past few years, I must admit I come away with the feeling of non-urgency. 'The system may not be working well, but what can I do about it?' kind of response. It reminds me a bit of another situation that I like to recall.

Many years ago, I read a science fiction story that had a great impact upon me. The story went something like this. In some far future society, a man was unjustly exiled to a far distant planet. In his attempt to obtain

justice and return to Mother Earth, he found himself treated with great compassion and humaneness by the government officials that he came in contact with. On the other hand, he found himself treated inhumanely and arrogantly by the government itself.

In desperation, he went to the wise elder in the newplanet's society and asked him if he could explain the paradox of the kind persons and their cruel institutions. The wise man explained in this fashion, 'The difference between individuals and institutions is that individuals are conscious of their own mortality. They know that they will exist in the universe for a very brief period of time. They are very sensitive about the impression they make on others and would like the memory of their brief stay here to be positive and pleasant. Such a fact helps them in their interrelationships with their fellow citizens.

In contrast, organizations and institutions have a great belief in their own immortality. The notion that they would live and die in the same way as individuals does not enter in their decision making, and illusions of immortality breed arrogance and a lack of concern for others."

I have often thought of the story as I have observed, as you have, that organizations like governments or school systems or professional organizations have a way of behaving most inhumanely towards individuals. These institutions behave as though they will last forever and ever.

The notion that special education or the schools themselves will always go on or exist is one idea we accept without thinking about it. Yet, that assumption often seems to result in cavalier treatment of minority groups and outrage at the request for accountability. It would be well for all of us to treat our institutions as mortal as we are ourselves, and seek more vigorously to solve the problems of our institutions while they, like us, are still here.

THE SYSTEMS APPROACH

Many of us wish to change or modify special education but are not really clear on how to go about it. One possible approach to how to bring about change is a decision making model referred to as the SYSTEMS APPROACH. Sometimes it seems that the field of Education is currently being invaded by people spouting a completely different language with words like 'feedback,' 'cost effectiveness,' 'system planning,' etc. This sort of jargon can make any educator nervous.

This approach to decision making really is not all that different or mysterious. The major virtue of the systems approach is that it tends

to make more obvious the kinds of decisions that we all must make in the process of trying to educate exceptional children. Let us walk our way through this systems approach with an example or two and you will see that it is a form of careful analysis of what we have been doing all along.

Statement of Need. Let us take the general problem of educating educable retarded children. First, in the systems approach there must be a statement of need. Let us say that one need of the retarded child is that he must learn how to become a functional reader so that he can use these skills to broaden his scope of employment possibilities and be a more efficient worker and live a more satisfying life in our modern society. Having established a need, we can go on to the second step in the approach, the identification of some educational objectives or what we propose to do as special educators to meet that need.

Educational objectives. How do we systematize the development of educational objectives? Perhaps the major credit for moving education away from a normative approach to achievement and into attention on specific objectives can be given to Ralph Tyler. The model that he presented two decades ago in terms of program development includes four major steps.

1. Select the objectives
2. Select the learning experiences appropriate to achieve the objectives
3. Organize the learning experiences
4. Evaluate the learning

These simple principles hide some horrendous tasks for those of us involved in educational program development and evaluation.

One of the major attempts to get a handle on what students at various age levels in this country really know in various subject areas has been begun by the National Assessment of Educational Progress project that was begun in the early 1960's. This project is important in scope, money, prestigious figures, and because it takes a very different approach to assessing the progress of young children; it is an approach that those of us in special education should pay careful attention to.

I had heard of the National Assessment program some years ago but the tendency of special educators to become isolated from even very important movements in the regular educational stream is so great that I lost track of it for a time. I became reacquainted during governmental

budget hearings where it was my task to defend the budget for this program. Nothing gets you acquainted more quickly with a program than having to be its advocate and defender before Congress. Basically, the program is an attempt to discover what American children know in ten important fields; such as science, mathematics, literature, art, music, reading, writing, etc. Thus, large numbers of children are being tested throughout the country at ages 9, 13, 17, and in young adulthood to test the knowledge base in areas seen important. Instead of reporting results in a sterile grade norm format (after all what do we know when we know that a child is reading at the 3.2 grade level) they report the percentage of children who can answer questions such as "Who in our government has the power and authority to declare war?" or "Why day and night occur?" The accumulation of such answers gives us a portrait of what American children know and what they don't know. A kind of educational health report.

To accomplish this goal, large groups of scholars, teachers, and curriculum specialists met to set up objectives for the assessment program. These objectives were based on the criteria of (1) what was considered important by scholars (2) what was accepted as an educational task for the school and (3) what was considered desirable by thoughtful lay citizens.

As one specific example in the area of writing skills objectives, one major objective was to communicate adequately in a social situation. Specific subobjectives for nine year olds would then be the ability to write personal letters, thank you notes, or messages that communicate simple ideas.

What are our objectives for the educably retarded child? We might say that one objective would be that the retarded child at age 13 would demonstrate the capacity for reading high interest and low difficulty books for meaning. Such books are available and performance could be quantified in terms of the level of efficiency with which the child can reproduce information he has read.

Constraints. Next we should consider what barriers or contraints stand in the way of our achieving our objectives. Some constraints might be the availability of learning materials or books of this type. Another constraint might be that the retarded youngsters show little motivation to learn after a long history of failure and that fact would have to be considered as part of the potential barriers to reaching objective.

Alternative Strategies. In this systems approach we have now stated a need, an objective, some constraints and now we must create a number of alternative strategies to reach the objective. This is perhaps the most important part of such program planning, to think about some alternative strategies. We often fail to remember that the way in which we are trying to meet our objectives today is only one of many alternatives.

Three or four alternatives can be quickly generated to meet the posed objective.

1. We might use volunteers who could help the youngster with his reading while he remains in the regular classroom.
2. We could establish resource rooms with a special reading teacher who would work with the retarded youngster for a part of the day on reading.
3. We could establish a special class for retarded children with a trained special education teacher providing all day instruction.
4. We could train parents and community workers who could work with the child on weekends or evenings.

The final choice of a strategy could be any combination of the above, plus many other possibilities.

Analysis of Strategies. A choice must be made on what strategy that we will try to use to meet the objective. How should we meet this choice? Suffice to say that the selection in most cases is most haphazard and a seat-of-the-pants intuitive judgment. The systems approach attempts to bring some degree of evidence to bear on the decision.

We can discover the cost of each of the alternatives, in terms of money and personnel. But the cheapest is rarely the best, in education as elsewhere. What we really need to know is which strategy can produce the best *output.* We should have data if it is available as to which method produces more. If evidence is lacking we are reduced to using opinion.

Feedback to Decision Maker. Finally, in the systems approach there must be some regular way to get the evaluation or analysis into the hands of the decision maker. Those who think that such a task is routine haven't seen many school systems where the communications between the research department and the decision maker is often erratic, at best.

Each decision that we make, whether it is going to the grocery store or deciding where to go on vacation requires us to go through the same steps in decision making. We establish a need, identify specific objectives, establish some alternative strategies by which the objective will be

reached, analyze the effectiveness of the available strategies, execute a strategy and finally measure the effectiveness of the approach. The systems approach allows for a more careful statement of how we have done, or it allows us to take steps to become accountable.

Accountability becomes then merely the explicit statement of needs, educational objectives to meet that need, the design of alternative strategies, the analysis of strategies and choice of the best strategy and evaluation of how the chosen strategy has worked. We should be willing to show others how we go forward in our decision making in special education but in doing so we should not fail to make a full statement as to the value of our programs.

What is Our True Program Output?

One of the real dangers involved in program accountability is that we will severely underestimate the impact or value of our special education programs. This danger is accentuated when we allow outsiders to try and make some estimate of our effectiveness. All too often, there is a simplistic reaction that only those items that are easily measured are considered for program evaluation. The economist is interested in cost figures. When he comes to special education he sees a high cost item, twice as expensive as regular education. His natural tendency is to ask what are we getting for this increased cost? If the special educator tries to answer that question by giving him the only quantified data he has available, namely achievement and IQ tests, he is in big trouble (unless he is dealing with the gifted).

The economist is well within his rights in wondering whether the half grade in reading gain over a year is worth that extra cost. The special educator has done himself a great disservice in not presenting a better portrait of his services. Some training in the systems approach would be most helpful. Let us look at the range of possible outputs from our special education program.

One set of output variables of a special program for the retarded or disturbed child would have to deal with the effect of their removal for a part of the day, or full day on those children and that teacher that remains in the regular classroom. Do the children in the regular classroom learn more effectively with the exceptional children removed from the classroom? Does the classroom teacher tend to be more satisfied with her job and thus tend to be more likely to stay in the profession?

If her urban classroom is a rich mixture of emotionally disturbed, learning disabled, mentally retarded children with little or no available

assistance, the regular class teacher might well decide to toss in the towel. The cost of teachers leaving the profession is one variable that economists can understand very well.

Let us take the output of the special class program itself. One of the most often stated goals of special programs is that they enhance, or make more realistic, the self image of the exceptional child. The achievement of such a goal, or even the partial achievement of such a goal must change the probabilities of such children becoming involved in later antisocial activities. The close relationship between self derogation and antisocial behavior is well known. If we have made 10 per cent change in the number of antisocial acts that might occur we have been responsible for a sizable social and economic saving.

There has been a very regrettable tendency to try and measure teacher effectiveness by looking exclusively at the output, i.e. student achievement of her class. We all know there have been many excellent baseball managers who have managed last place clubs. Any overall judgment must include the talent pool that a teacher inherits and the environment surrounding the school.

Surely, special education output does not stop at even a complete analysis of student or school output. What is the impact of this special education program on the family unit itself? We have all had reports that there have been major improvements in family relationships coincident with the initiation of the special program. One does not even have to imply major benefits to the child for this positive change to take place. The mere entrance of a professional into the crisis situation who is going to shoulder some of the burdens and responsibilities that have been borne by the parent of the handicapped child often results in major changes in the relationships between parents and their children.

Such positive changes surely reduce the probability of divorce or family dissention all of which are clearly nonproductive. Socially and economica..y these gains are legitimate outputs of the special education program. If they cannot be directly calculated, they should be estimated.

Finally, another output most often ignored is the total impact of programs for the handicapped on the members of the society itself. President Kennedy once said that the true measure of the civilized society is how it treats the least of its citizens.

We have precious little, in our society today, that we can be proud of in terms of the goals and ethics that we have learned from childhood. We must be generous with other people, we must help those who are less fortunate than ourselves, we should love our neighbor. You recall those

values. We can also observe conflicting drives to acquire material goods. These two sets of values don't fit together too well, and when one of them becomes markedly dominant, we have a strong feeling that we have somehow betrayed ourselves as individuals and as a society. Such a feeling can lead to depression and the malaise we now seem to be living through in today's America.

All of this is to point out another, often ignored, output of having good programs for handicapped children. We fulfill one of our major values of a society that we say we believe in, when we help those who are less fortunate than ourselves. That is worth something, ladies and gentlemen. It is worth something in terms of economics, and it is worth something in terms of feelings of societal self-worth.

Imagine the emotional reaction that you would have in saying two rather different types of statements. First, America leads all other nations in the output of automobiles. Second, that America leads all other nations in their concern for the handicapped as reflected by prenatal and infant care, special education and continuing health and rehabilitation services. Which of those would give you the warmest glow internally? I think that you can easily understand that another output of programs for the handicapped shows up in the very mental health of the society itself.

Thus, when we are pushed for outputs of our program, we should not be dissuaded by economists who want a simple figure to put in their analysis. Our programs have impact on the exceptional child, on his peers, on his family, and on the very society he lives in. Let us not forget these outputs when we are asked to prove the value of our work.

A PROPOSAL FOR SPECIAL EDUCATION

In view of the following, I would like to use this opportunity to suggest a major step that I believe should be taken now by the special education community. I believe it is now time, and we now have the professional expertise and the talent, to state what we believe our educational objectives should be for all kinds of exceptional children.

Such an effort to produce special educational objectives would have to be a national one and one that would involve the participation of many persons not identified with special education. I hasten to warn you that I am not proposing the devising of some etheral goals such as 'developing the whole child' but a commitment to measurable objectives by which we will be able to evaluate our progress or lack of progress.

It means changing objectives or changing strategies when they can't meet the objectives, but at least we will help design them and they won't be forced on us by outside evaluators.

Let me spell out briefly some implications of this suggestion. We would likely start by trying to reach some agreement with each other on educational objectives at the adult level. Each lower developmental level would then have objectives that would allow the child to reach the next level. In a way our objectives are, or should be, a stairway with each step leading to the next higher step. We have never really gotten together to see if we really have a staircase or just a bunch of unconnected benches.

Such objectives would have to be stated in terms of various developmental streams; an academic-occupational stream, a social stream, a self image stream, etc. Our program strategies then can be tied to these objectives.

In the end we hope to have several developmental streams of objectives and subobjectives. If functional reading skills such as reading the newspaper or job applications is one of the adult objectives then there are a series of lesser objectives at the secondary level and right back to the preschool level that should be stated so that we can have, each of us, a sense of the developmental flow by which the child becomes an adult. It goes without saying that such objectives to be worth anything must be measurable and we should be willing to be held accountable to them.

Who would do this massive planning task? Certainly this would involve many groups of people with diverse backgrounds and skills. In emulating the National Assessment program we would want a mixture of specialists, lay citizens, parents and other educators as part of the educational objectives team. We would need a major coordinating body or steering groups and sufficient support to conduct a multitude of meetings at the local, state and federal level. If this is to succeed, we must involve as many persons as possible and not have such objectives written by a small blue ribbon group, no matter how qualified.

I am under no illusions that some kind of happy consensus awaits us in this search for educational objectives. There would be strong disagreements with regard to objectives and certainly on the best strategies to meet objectives. The task is such that it would, at least, make clear the nature of that disagreement and perhaps even provide the basis for seeking evidence, rather than rhetoric, that might help us resolve major issues among us.

Another key question is who would provide finances for such a venture? Obviously a task of this magnitude calls for foundation or government support. It will take a great amount of effort and much time. But we have come to that place in history where we in special education can neither hide as an inconsequential group unworthy of note because we are certainly not that today; nor can we avoid the hard questions bearing in on us under the guise of accountability.

What I propose is that instead of reacting to the initiatives of others and thus run the risk of having others define our problems for us, we can show our own desire to state who we are and what we stand for.

What better time when the U.S. Commissioner of Education, Sidney Marland has proclaimed the handicapped as one of his five major priorities for the Office of Education. We have a great degree of public acceptance.

We also have great ferment in our own ranks about our categories, about special classes vs. resource teachers, about our teacher trainer programs, and many questions from parents about our purposes.

I sincerely believe that we will either define for ourselves our objectives and display our intentions to be accountable in our own terms and framework, or we in special education, will run the risk of that cow who looks up bovinely to see the juggernaut on top of her so that she has only time to whisper, "Why me?" . . .

The New Economics and Handicapped Children

EDGAR L. LOWELL, Ph.D.

Professor of Education, University of Southern California
Administrator of John Tracy Clinic

I was very pleased to be invited to participate in the University of Southern California, School of Education, Distinguished Lecture Series because it presents an opportunity to go beyond my daily concerns with the education of preschool aged deaf children and their parents and take a broader look at the education of the handicapped. It gives me a chance to share with you some thoughts about certain areas of Special Education that are of particular interest and concern to me.

My current concern, as it must be with all educational administrators, is economic. I am convinced we will never have enough money to do all of the things we would like, so I have turned my interest to how we can spend the money we have more efficiently. Even a cursory review of our problems suggests that a major source of economic inefficiency in Special Education has been lack of forward planning. We do not seem to be able to anticipate tomorrow's needs. We have intended to be reactors rather than initiators. We have tended to wait until some unmet need has grown to crisis proportion and then we *react* in haste, rather than anticipating the need and *initiating* action to meet it in an orderly manner. It may be that most of us are so busy with the day-to-day problems of delivering service that we have little opportunity to anticipate the future, let alone to prepare for what the future may bring.

A case in point is the Rubella epidemic of 1964-65. Soon after the epidemic, when the diagnoses of prenatal damage began to be confirmed, it was obvious that Special Education would have to make serious adjustments to accomodate the increased number of deaf, blind and multiply handicapped children resulting from that epidemic. Forward planning would have indicated there were not enough teachers prepared to handle the increased numbers of handicapped children, and would have justified the initiation of additional teacher preparation programs to meet those needs. Instead, we tended to wait until the children were of school age

and then with great haste, and not a little confusion, set up emergency educational programs, only to find out that we had no teachers to staff them. The resulting educational programs, as one might anticipate, were often less than satisfactory. There were, fortunately, some exceptions to the overgeneralized example I have given, but in the main it is true that we did not benefit from the kind of forward thinking that would have been possible on the basis of clear-cut evidence available to us several years in advance.

Today there are other facts available from a variety of sources which allow us to make further predictions about the future of Special Education. To illustrate, I would like to take one of the less obvious examples from the field of economics and explore somes of the possible implications for our work.

Lately we have been reading and hearing a great deal about the "new economics." Actually, they are not new any more. The concept of "new economics" referred in general to the notion that fiscal policy could be used to influence the economy. This is now a rather well accepted doctrine, although the exact execution is under active debate. One thing the debate has illustrated is that the economists who attempt to manipulate or control the state of our economy must deal with a great many variables, that these variables interact in a complex fashion. I have selected the Gross National Product as one of the more important of these variables, and propose to conduct a speculative exercise on the possible effects of its changing nature on Special Education.

The Gross National Product (GNP), which is an index of our overall productivity, can be divided into three components: Production of Goods, that is, manufacturing, mining, farming, and construction; TUC which is Transportation, Utilities, and Communication; and Services, which include government, trade, finance, and personal services.

My point of departure comes from an article by Gilbert Burck (1) in which he examines the productivity and manpower allocations to these three components of the GNP during the past 20 years and projects what they may reasonably be in the future.

During the past 20 years the output of Goods has more than doubled but the productivity of the Goods industries increased so much that the number of people required to produce the goods rose by only approximately one million from 28 to 29 million. During this same period the output of the Transportation, Utilities, and Communications segment also more than doubled but the number of people employed in those areas increased by only a few hundred thousand to 4½ million. During this

same 20 years the number of people providing Services increased from 28 million to nearly 48 million, or an increase of roughly 70%. Thus, services contributed nearly all of the increase in total employment since 1950.

The employment figures are even more striking if we examine Burck's projections for 1980. By that time it is expected that our total GNP will have increased by at least two-thirds and employment will have increased by nearly 25%. The estimates suggest that the number of people employed in the production of Goods will increase 6% above the present level. Employment in the TUC segment will increase by only a few hundred thousand. The number of people engaged in Service activities will account for the major increase in total employment. It is predicted they will increase to 65 million or nearly two thirds of all the jobs. To give you some comparison figures, 65 million is nearly equivalent to the total employment in 1958.

Rather than having to worry about meaningful use of leisure time, our problem is going to be to find enough labor to fill the jobs. The Service sector is expanding rapidly enough to absorb all the time that is saved by more efficient goods production and all the yearly additions to the labor force.

Burck points out:

"Nothing is easier to take for granted in the U.S. than long-term economic growth, and a good many people accordingly take it for granted. The prophets of Automatic Abundance assure us that the economy of the 1970's will grow as effortlessly as crabgrass in a lawn, that technology has solved the classic problem of scarce resources.

"... many A.A.'s believe that the day is near when people will no longer be condemned to long hours on life's treadmills, and that ambitious labor leaders who are warbling about the four-day and even three-day week are only anticipating the inevitable.

"The U.S. is and will remain a 'scarcity' economy—one that allocates its limited resources efficiently through the natural feedback system embodied in the profit motive and the market.

"Now that improving the quality of life has become national policy, productivity growth is all the more necessary. Controlling pollution, reviving mass transit, rebuilding cities, reducing crime, and providing ample medical care and education will put stupendous additional demands on the nation's resources. Only if our productivity, or output per man-hour, keeps rising at least as fast as it has been, can we do all that we want to do without sacrificing something desirable and important.

> "The catch is that large and rapid shifts in employment patterns may soon begin to depress the rate of productivity growth. Prices of services will rise inexorably, producing new inflationary stresses. Contrary to all the predictions that automation will throw millions out of work, the scarcest of all resources will be manpower." (1)

My title suggested that I would attempt to relate my remarks to all handicapping conditions. A little reflection suggested that I would be well advised to confine my remarks to the deaf where I have had some experience and leave it to those who are interested in other disabilities to explore the implications for their own situation.

Although our work at John Tracy Clinic is limited to preschool aged children and their parents, we cannot help but be aware of the employment status of deaf adults. We have heard over and over that the deaf are underemployed.

I have had the privilege of serving on the Secretary of Health, Education, and Welfare National Advisory Committee on the Education of the Deaf. We were charged with surveying the status of deaf people in America and reporting our finding to the Secretary. We were able to confirm that 5/6th of deaf adults work manual jobs as compared with 1/2 of the hearing population. I suppose the implication of that finding was that things would be better if fewer deaf people worked in manual occupations.

I must admit that my own thinking was somewhat cloudy on this issue. I had heard of the speed with which technology, and particularly automation, was eliminating the need for both manual and skilled labor. I knew that computer controlled typesetting equipment and new photographic processes were reducing the need for linotype machines and eliminating many of the jobs held by deaf people.

I had assumed that this was largely because we had failed to give deaf students enough technical training. If there was to be job obsolescence because of technologic change, the solution appeared to be to insist on more high level technological training for the deaf. The issue is simply whether we would train workers who might be replaced by automation or train the technological personnel who would operate the machines that replaced the workers.

If the predictions about the changing complexion of the labor market are correct, it looks as though we would have some serious rethinking to do. If the majority of the job opportunities are going to be in the Service

sector, our present system of Special Education should be geared to provide the training that would be required. What should be the qualifications of the people who will provide this training? Is it possible we will have to dust off and re-examine the concept of the dignity of service?

The shift in the labor picture has some further implications for education. If labor is scarce, wages tend to go up. In the production of Goods and the TUC Segment if wages go up, prices go up. On the other hand, management is generally motivated to keep prices low so that their products will be competitive. The solution is to substitute capital for labor. Management buys a machine that will either reduce the labor required or increase the productivity of existing labor. It is this ability to increase productivity despite increase in labor and materials costs that has enabled our economy to grow without runaway inflation.

Unfortunately, this is not usually possible in the Service Sector where the very essence of the service is a one-to-one personal contact.
The picture is further complicated by the fact that the Service Sector tends to be less efficient. It is admittedly difficult to measure the producitve efficiency of the Service Sector. As Burck points out, this is usually done from income figures so the "handsome dog of a psychoanalyst . . . may contribute ten times as much to the Gross National Product as a hard-working psychologist in a clinic." (1)

One factor that may contribute to the lessened efficiency of the Service Sector is that in many situations there is little competition. If you don't like your local fire department, you generally have fewer alternatives to choose from than if you don't like your Chevrolet.

Nearly a third of the Service employment is in government and private nonprofit organizations where it is often possible to increase the output but not necessarily improve the efficiency.

To relate this thinking more specifically to education, in 1947 there were one and a half million educators employed by State and local governments—today there are about five million. This growth has been 10 times as fast as the increase in the total population and three times as fast as the number of pupils. You might reasonably expect that with fewer pupils per teacher we would see the quality of education improve. It undoubtedly has, but there is little evidence for a three-fold increase since 1947.

If all of these factors make it difficult to increase productivity in education, we can reasonably anticipate a continuing economic squeeze in education. If the predictions of a scarcity of labor are correct, we must also predict that scarce labor will be more expensive.

Those concerned with fiscal planning for education realize that we are not drawing from a bottomless well. Anyone, with even a mild streak of pessimism, might predict that education may be in for a very difficult economic period. We are beginning to see some evidence to support this point of view in our University and State College System as the present time.

By and large, in the Service sector, it is not possible to substitute capital for labor. There are not many machines that can reduce the amount of labor required in education or increase the productivity of those already employed. The possible exception, and a very exciting one, is in the field of educational technology. The consequences of the trends outlined here may force a more rapid acceptance of educational technology than even the most enthusiastic technologists would have thought possible. If we cannot find or afford enough teachers, we may have to find out how much the machine, in one form or another, can assist the teacher and improve her efficiency.

Remember that efficiency, in the economic sense, would probably have to mean more pupils per teacher. We may have to rethink a number of concepts that we now hold sacred about how education should be organized. Tomorrow's schools, whether we feel comfortable about it or not, may be much more mechanized. There may be more machine-student interaction, and video-taped lectures may be the rule rather than the exception. The teacher may change from her present role to a combination diagnostician, programmer, trouble shooter and coordinator, and she may end up doing a better job.

This completes the introduction to my speculative excercise. The real work and the value, if any, will only come when you attempt to extend this line of reasoning to your own particular situation. Can you devise a course of action that would put you in a leadership position in 1980 if all of these predictions come true, or would you prefer to wait until the labor shortage crisis is upon you before you decide what to do? Can you hedge your plan so that it will not disrupt your present program and so that you can disengage if the predictions prove false? Can you be concerned about a possible future labor shortage when everyone else is concerned about unemployment? Can you think of some other influences you would want to consider in working out your own plan—such as the growth of performance contracting or the decline in the birth rate? The challenge is there if you would care to try.

(1) Burck, Gilbert, "There'll Be Less Leisure Than You Think," *Fortune*, March 1970 pp. 87.

Assignment Infinity: Exploring Some Aspects Of Human Potential*

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Never before in history has such a challenge been presented to the rehabilitation professions. In addition to the categories of disabled persons we have assisted in the past, we have now been charged to help many others who heretofore were considered "hopeless."

Society is insisting that we develop a kind of wide-angle vision. We are expected to be able to envision many alternatives, many possible courses of action, many ways of defining the complex problems of attempting to help these people find meaning and purpose in living. We have the responsibility for providing the kind of climate and resources which will enable them to develop the self-understanding and skills essential for responsible citizenship.

How big or how restricted we see man will condition our decisions. If Helen Keller as a young untamed and untrained girl had been referred to you or to me, would we have passed by the opportunity? What possibilities would we have seen in her? Either by using or not using the common criteria of past performance, could we have caught even a fleeting glimpse of what this person could and did become?

Are we seduced by the same stereotypes that have tricked so many others over the years? To what extent can we become excited about helping reveal the richness of residual function and until-now-hidden potential of the person who has a disabling condition?

We who work in rehabilitation have an awesome responsibility. Repeatedly we are placed in a position of making a judgment based on our concept of what man is and what he may become. In what dimensions do we view man? Do we see and project strictly on what is visible, the small fraction of the "iceberg" which is above water?

*Background material for this lecture was developed concurrent with research in the same subject area for an article being prepared for Blindness 1971.

Much of society "proved" a long time ago that many persons who are handicapped had lost so much—were so restricted in their opportunity for growth and development—that they could best be identified by referring to their handicapping condition. Witness the still-common way of labeling one who may be healthy, intelligent, and functioning quite adequately, but who has no vision. How is he described? He is a *blind* man. Should he have monocular vision, he is commonly known as a "one-eyed" man.

Those of us experienced in rehabilitation have learned the hard way that this way of identifying a person with a handicap introduces much more than an abbreviated way of speaking or writing. Too often the public has such a limited concept of human potential that the mention of a handicap immediately focuses attention on the lost function, on what the person cannot do.

Over the ages these myths have become so solidly entrenched that even the "success stories" are often read and discussed in awe. They are considered to be such dramatic exceptions to the rule—as if all natural laws had been broken?

In short, the helping person can find plenty of support if he decides to argue that a given client is not "feasible," often based simply on the evidence that he has lost too much. It requires a wealth of faith, intuition and professional navigational skill to chart our course through the reefs formed by the dead and dying bodies of yesterday's (and today's) falsehoods, fables and folklore.

James F. Lincoln has stated: "He (man) is a hopeless clod in much thinking now, not because he was made so by the Creator, but because custom encourages him to be no more than that. Bad leadership, bad morals and crass stupidity have made man a shadow only of what he can be, what God intended him to be, and what he eventually will be. . ."

"The greatest waste that can be imagined, far greater than any material waste, is the waste of man. . ."

How can we hope to appreciate the extent of this waste? For one thing, we must explode our understanding that what a handicapped person has left often dwarfs what he may have lost. Our primary task stands starkly revealed: with our broadened understanding, we must help reveal man more fully to himself and assist him in acting on the discovery to whatever degree he desires.

"Latent abilities are like clay—it can be mud on the shoes, brick in building, or a statue that will inspire all who see it. The clay is the same".

In John Bartlett's classic book of *Familiar Quotations* over 1,000 references can be found in the index under "Man." Even a brief scanning of the topics shocks one into a fresh realization of the broad range of man's interests, capabilities and ways of expressing these capabilities. We find such words as beast, a flower, adores, blush, Christian, Darwinian, frailty, happy, honest, is a rope stretched, is small potatoes, of toil and care, strong, who cannot laugh, wills us slaves, etc., etc.

The latent ability of the "clay" defies the imagination. In physical stamina alone, we find many startling examples of individual and group accomplishment. Man can adapt to living conditions ranging from extremes of Arctic cold to desert heat. Early explorers found the natives of Patagonia at the southern tip of South America surviving with practically no clothes in a barren and hostile land. The aborigines of Australia live with a near minimum of implements other than their bare hands and a boomerang.

Recently we have instances of men well past retirement age who have crossed the oceans—some of them alone.

A study of the past reveals the diversity of man's capabilities. Many people driven by religious convictions have undergone unbelievable hardships to further a belief or creed: the martyrs, Jerome, Huss, Fox. Others have also demonstrated the resiliency of the human spirit in support of a dream or a cause: Columbus, Galileo, Goodyear, the Curies.

A Gandhi strides across the horizon of history revealing that a man with an unshakeable purpose—even though he may own little more than a loin cloth and a dollar watch—can shake an empire to its roots.

But the sword of aroused potential is two-edged. While a crucified Christ can exemplify a quality of love which forgives even those who nail him to a cross, a Hitler twists and perverts potential to the evil end that men become hideous caricatures of themselves.

Potential is not reserved for a particular class or caste. It is expressed by the proud, the rich, the poor. Many outstanding people have had humble backgrounds: Isaac Newton, William Shakespeare, Loyola, Gauss, Goya, Lincoln.

In our own field of working with the handicapped we have time and again seen what can be accomplished when a man or woman glimpses who he is, what he can become, and sets about using resources to realize his dream. Already we have referred to Helen Keller. Hers is a well-known story of inspiration and courage. The world pays tribute to her magnificent example of achievement.

More and more, too, the world is gradually becoming more aware of the accomplishment of many of "the quiet people"—those who never make the headlines but nevertheless overcome severe handicaps to achieve on a par with or far beyond those whom we have not classified as limited. In recent years we have dared to believe that many of the people who were once thought beyond the point of no return have the potential to be rehabilitated and again join the mainstream of society. We referred to these earlier: those who are alcoholics, drug addicts, chronic public offenders. Increasingly it is apparent that society has had a locked in or frozen image of such persons which has served as a sort of self-fulfilling prophecy. No one as yet is claiming to have a 1,000 batting average in helping salvage such populations. At the same time, the increasing frequency of success is forcing the painful awareness that the reason why so many have stumbled—or been pushed into—or "neglected into"—oblivion is not because they had lost the capacity to lead meaningful lives. Rather, our belief of what can be has been overly contaminated by what has been.

Too frequently we have confused the myth of the all-knowing case history with the miracle of man which can defy the most expert prognosis. Isn't it exciting to know there are hidden strengths in every person which cannot be predicted in terms of the past? Could it be that the professional ethic of tomorrow will compel the dedicated helping person to take into much greater account the importance of the "x" or unknown factors of human potential?

What are the myriad forces in man which make it possible for him to dream, to imagine, to think, to do? This question has been with us throughout recorded history. Certainly any insight we might share on this question here will be brief and quite incomplete. One of our central objectives will have been achieved if we can come to a fresh realization of how vast and sprawling are the unanswered question in even one area: the human brain.

Much research is being devoted to unlocking the mysteries of the brain. Here is a frontier which rivals or surpasses space exploration. The study of our "inner universe" is being approached on a diversity of fronts. It all makes for fascinating reading.

A resume of much of this research is presented in a recent article by Lee Edison in *Think*. (7) Mr. Edison points out that these pioneering efforts have given birth to a new interdisciplinary science which has as its objective "cracking the brain code."

Our purpose is not to give all the details of such research. Rather, it is to reflect some of the present knowledge which helps us better to understand the near-unbelievable resources of what Dr. Whitt Schultz calls "the gold mine between your ears."

In the words of Mr. Edison, "The human brain of course has always staggered the imagination of man. A small 3½ pound mass of convoluted pinkish-gray jelly which you can hold in the palm of your hand, it contains a structure of 10 billion cells, each of which may have 60,000 junction points, which interplay has eluded the best minds. How does this relatively small bisected organ in the head, which consumes no more power than a flashlight, adapt to changes and instantaneously guide the body to safety and survival? How does the brain think? How does it remember and create, and why is it both rational and irrational?"

Some of the studies reported by Edison must be read and re-read for one to mentally savor their implications. For example neurologist Frank Morrell (at New York Medical College) has succeeded in detecting alterations in the properties of a single cell (one cell out of 10,000,000,000) resulting from or at least related to exposure to specific experience. In work being done at Cal Tech, Roger W. Sperry was the first to prove by delicate experiment the specificity of nerve connections in function and growth. . . . Sperry further showed that the individual brain cells (each of the 10,000,000,000) must be tagged with a chemical label. 'An elaborate chemical guidance system operates in brain development,' Sperry points out. 'The brain,' says MITS'S Dr. Walter Rosenblith, 'is more than . . . a logic machine. It's a cybernetic device with multiple options for processing inputs'. Rosenblith adds that to fully appreciate the brain, one must use techniques that deal with changes in the brain activity not in a thousandth of a second, but in a millionth and even a megamillionth of a second.

In his small volume *Man's Unconquerable Mind*, Gilbert Highet (15) paints a brilliant word picture of how life and consciousness is continuous, pulsating, dynamic: "Day and night, from childhood to old age, sick or well, asleep or awake, men and women think. The brain works like the heart, ceaselessly pulsing. In its three pounds' weight of tissue are recorded and stored billions upon billions of memories, habits, instincts, abilities, desires and hopes and fears, patterns and tinctures and sounds and inconceivably delicate calculations and brutishly crude urgencies, the sound of a whisper heard thirty years ago, the resolution impressed by daily practice for fifteen thousand days, the hatred cherished since childhood, the delight never experienced but incessantly imagined, the complex

structure of stresses in a bridge, the exact pressure of a single finger on a single string, the development of ten thousand different games of chess, the precise curve of a lip, a hill, an equation, or a flying ball, tones and shades and glooms and raptures, the faces of countless strangers, the scent of one garden, prayers, inventions, crimes, poems, jokes, tunes, sums, problems unsolved, victories long past, the fear of Hell and the love of God, the vision of a blade of grass and the vision of the sky filled with stars.

. . . the wise and energetic man contrives to use his mind even while his body sleeps, the stupid and helpless man dreams half his life away, even when his eyes are open.

Every human brain is filled with unused power. Out of all the billions of men and women who have lived, only a few hundred thousand have been able to employ so much of that power as to change the world. The rest have been dutiful or lazy, good or bad, sensuous or self-denying, thrifty or wasteful, cowardly or brave. These few hundred thousand, perhaps only a score of thousands in all, are the minds that have made our world. Scientists, strategists, industrialist, aesthetes, explorers, inventors, organizers, authors, musicians, philosophers, doctors and teachers, lawyers and statesmen, several thousand in each class, these are the minds who have given the rest of mankind incalculable benefits, or done it immeasurable damage. They are responsible for much of human history."

In his comprehensive book, *The Nature of Human Intelligence,* Guilford (12) presents a structure-of-the-intellect model which identifies 120 factors which are included in what we refer to as intelligence. Only a limited number of these factors are measured by the tests which result in an I.Q. score. We are becoming more aware of additional dimensions of ability which have been overlooked in much of the "objective" measures which evidently have been credited—if not explicitly then certainly implicitly—for covering a much broader universe of factors than they actually did. MacKinnon and his associates at the Institute of Personality Assessment and Research at the University of California in Berkeley have raised serious questions about some of the admissions practices of colleges and universities. Gough (9) in his research has reported there are low correlations in studies he has made between scores on tests used for admission to certain fields and subsequent professional success or achievement.

This is not to be interpretated to mean that measures used in the past are of no consequence or have no relevance for success. Rather, it emphasizes that psychometrically speaking we have been sometimes trapped by a restricted or turncated concept of the "one true path to grace" in attempting to assess potential.

In Gough's words: "Our challenge, as students of behavior and achievement, is to value diversity, to cherish the differences among people and the individuality, and a greater resistance against the pressures of modality and conventionality."

In a current paper Parnes (27) refers to the research which has been concerned with the importance of nonacademic achievement, and its lack of correlation with typical academic achievement. Non-academic achievement was considered in such diverse areas as science, business, drama, art, writing, athletics and social service. Examples of nonacademic activities include special recognition for leadership, inventing a patentable device, winning a speech contest, and composing music which has been given at least one public performance.

Emphasis here is not on pitting the academic—as conventionally defined—versus the nonacademic. Rather it is to bring in to focus the richness and diversity of human potential. In 1929 Felix Schelling expressed this concept when he wrote:

True education makes for inequality;
the inequality of individuality,
the inequality of success;
the glorious inequality of talent, of genius;
for inequality, not mediocrity,
individual superiority, not standardization is
the measure of the progress of the world.

A professional worker in the field of rehabilitation, Stanford C. Ransey, has painted in verse a picture of diversity and likeness in two girls. One of these girls is intellectually bright; the other one is mentally retarded. Yet there are facets of both which interface where they can commune and meet as equals:

With probing mind alert she reads the book,
Abstruse and deep that broadens reason's sway,
And gives to things obscure the second look
That magically converts the night to day.

With dim and shadowed mind she sees the page
And is confused, for knowledge only yields
To those whose minds are bright—the heritage
Which conquers with the sword that logic wields.

With eager heart alert she sees a rose,
Fragrant and beautiful beyond compare—
Beyond all explanation, yet she knows
The glory of the summer's waiting there.

With eager heart alert she sees a rose,
Fragrant and beautiful beyond compare,
Enrapt, she does not feel the breeze that blows
The breath of scented petals in her hair.

No longer strangers—they are sisters then,
Bright beauty sheds her smile on both of them,
There's kinship in a garden. Nature's pen
Writes brilliantly in light however dim.

Such a sensitive understanding of man would seem to be the exception —not the rule—in our world. There are many forces at work which makes the challenge of releasing man to an appreciation of his potential and acting on the discovery a difficult one. Some of these forces have been referred to as the "pestilence of cultural diseases."

Jourard, (16) speaking as a transcendentalist, states that "there is ample reason to suspect that man, as we encounter him is fundamentally estranged, alienated from his own experience and possibilities. He has renounced his experience of freedom and his freedom to experience. In order to conform to the social systems in which he exists and to a sclerosed concept of himself, man feels obliged to conceal much of his experience from others. If he conceals too effectively, he becomes alienated from his experience. Phenomenologists are discovering that typical human experience is fragmented, serialized, objectified, separated from action—in short, reduced from its earlier promise of richness and wholeness. Indeed, we denigrate as infantile, mentally ill or primitive those persons who report experience in which fantasy, memory, feeling, perception, conceptualizing and action are all integrated into a rich syncretic unity. We reward the man whose experience of himself and the world is fragmented or intellectualized and schematized, like a blueprint or map. He is studied by psychologists, while 'transcendentalists,' those who have 'peak experiences' or a deviant experience of the world are not studied or conceal their offbeat experience. Thus, the possibility arises that our psychology is a faithful report of human beings who have complied with social pressures and have reduced their experience of themselves and their world in order to 'play it safe' and conform. . . . Actually, the study of transcendent functioning is a misnomer. Man doesn't transcend his real being; he transcends only someone's concept of his being = his

own concept or that of an investigator or a witness to his conduct. Man cannot go beyond his ultimate limits. He only reveals powers beyond someone's concept of his limits. If modal man's actualizing of possibilities is a feeble hint of what he might be, do or become, and if man might become what he (or someone) is capable of imagining he might become, then wild imagination about human possibilities must be encouraged, both in individuals and in those who function as consulting specialists. Surely it is a sad commentary on the profession of psychology that writers of science fiction, certain leaders, poets, mystics, inspired teachers of the young all have been more productive of concepts of human possibility than psychologists."

Birdwhistell (3) sees the increasing reliance on the use of the written word and a computer technology as endangering the use of understanding and experience which cannot be reduced to words. It is essential that words are not considered more important than the experiences for which they stand. We are reminded of the man who had a date with a young lady who, according to the computer, would be an ideal companion. It turned out that she qualified on the literal description of her education, background, age and dimensions. The problem? He didn't like her!

We grow and learn by using a multi-channel system. Regardless of the value of our most sophisticated storage and retrieval systems, man defies being reduced to a set of symbols.

In the rehabilitation field, we are repeatedly reminded of "the cultural pestilence" as these hinder the exploration and use of our human resources. To illustrate, those who work with the aged must battle the stereotype that the personality of the aged person is essentially unchangeable. Pearson (28) and others have demonstrated that this is not the case. But the larger society stubbornly clings to outmoded beliefs. We often behave as though we have a vested interest in our mistakes even when human worth and dignity is at stake. "The circular reasoning which deprives him (the older person) of the opportunity to change is often used as a shibboleth to damn him for not being capable of changing."

Part of the "evidence" used to justify this "logic" is that many of our past studies have been based on hospitalized or instutionalized populations. Why could not someone make a study of the nearly 15,000 people in this country who are past 100 years old? At least it could be a start in the direction of thinking in terms of strength and resiliency instead of pathology.

Otto (24) is recognized as one of the outstanding authorities in the study of human potential. He believes that our social institutions have fallen short in their primary responsibilities. "Institutions have one function only; they exist as a framework for the release of human potential." Otto feels that too many of our schools are authority centered, with primary emphasis on content learning; the church, the family, and government have likewise been negligent in helping man become more fully revealed to himself and provide the climate where he is rewarded for well-rounded growth and development. Superficial relationships with other people, ingrained habit patterns fear of being more open—it is not easy to determine the reason(s) for such hindrances to the development of potential but we do know that the social milieu is of great importance.

Important, too, as a hindrance is the tendency of a person to make decisions and then doggedly to follow through irrespective of the relevance of new knowledge or changed circumstances. It is possible to have earnest convictions and pursue objectives while at the same time being responsive to other alternatives and ideas.

To help dramatize the point we are making, let us think aloud for a moment in the first person singular and role-play the part of a client. Let us assume that the client is reflecting on the need to be considered in terms much larger than the "objective" facts which have been developed about him.

The client: "Let me suggest some things which will make the professional think twice before looking for simple answers to complex problems. May I start by stating that I want to work with someone who considers me bigger than a psychological report, or medical report, a case folder or any other collection of data.

"When will people wake up to the fact that what others say about me *may reveal more about them than it does about me*?

"I am not an I.Q. score; I am not a label. I am not a word, be it "para", "saint", or "welfare client". I belong also to me. I am not someones "schizophrenic" or someone elses "case." I hope I haven't relinquished my individual identity or self ownership by virtue of being referred to you. The case history is not me; dimestore diagnoses gives but fleeting, incomplete glimpses of what others consider present reality; the prognosis does not predict all that will happen. I, the client, tower above any piece of paper; I burst the bounds of any label; I dwarf all the typed or scrawled symbols however neatly catalogued and filed.

"The helping person's responsibility is not to demonstrate the validity of a test profile—his responsibility is to me; his allegiance is not to carry out the crossed "t's" and dotted "i's" of a plan—his loyalty is to work with me in *process,* as one who is *becoming.* This means, when indicated, *that revision and change are welcomed as a normal part of growth and development.* How tragic when we become slaves to a plan. Should not the plan be our slave? A means to an end?

"Is there any way for the effective helping person to operate outside of a frame of reference which is the essence of what he is?

"How does he define man?

"Does he believe that man can be quickly and easily analyzed? Does he casually speak of "that type" or "the kind who"? Does he think man is a bundle of reflexes? A conditioned machine? Would he say that "you can't teach an old dog new tricks?" Does he hang convenient words like "welfare client" or "deaf mute" or "a quad" on a person? Does he have that rare quality of dedication which leads him to shun mind-deadening labels and attempt through never-ending observation and study to understand and describe the unique pattern of individual behavior?

"Does he with clear conscience ever say "I know how you feel" or "I am sure this is the best plan for you"?

"Does he believe people can change and grow? What does the word "counsel" mean to him? What are his values about my values?

"What does he believe about on-going professional development? Does he subscribe to the thought that those who dare to counsel must never cease to learn?

"If it seems I am asking too many questions, let me remind you that my life, time and interests are at stake. The helping person is supposed to be in business for me. I have every reason to be interested in what he is trying to sell. Whatever this is and how deeply he feels about it will make a difference in what he says, in what he does, in how large or small he sees me and my world.

"I want a helping person who realizes that the professional mettle of a man is tested by the depth and intensity of the problems he is willing to tackle with me. Such a person becomes excited at evidence of growth and discovery in me. He delights in realizing that he is less and less needed. He seems to meet his own deep personal needs when he sees I am able to do even what he is unable to do or understand.

"Please refer me to someone who does not feel the need to make up his mind too quickly about me. Spare me from the person who is frightened by failure. Part of the rehabilitation bill of rights should be the

right to make mistakes - the right to fail. Isn't this the price to pay for learning and growing?

"What tragic games we play when anyone feels he has graduated to the school of perfection. Then he has a vested interest in his mistakes. He sees himself as a pencil without an eraser. To be teamed with such a "helper" could result in being help-less.

"I want a helping person who is mature enough to face up to the realization that *he can never be sure he is being fair to me.* Then he is not mouse-trapped by the deception of "facts" into thinking that he can once and for all time come to a hard and fact conclusion about me and my inner world and how I will outwardly express what is me. He tends to share with Bliss Carmen the thought "I often wish I could rid the world of the tyranny of facts. What are facts but compromises? A fact merely marks the point where we have agreed to let investigation cease.

"It takes a big person to be able to live with ambiguity. It takes a strong person to be flexible. It takes a rare kind of being "grown up" to find added strength when honestly facing up to one's own frailties." (18)

An incident from the life of Thomas Edison dramatically illustrates what can happen when a person effects premature closure on his options. Of all people, we would probable feel that Edison always would have been alert for anything pertaining to electricity which offered promise for development and use. Yet he turned down the opportunity for developing an economical way of generating alternating current when Nikola Tesla enthusiastically shared with Edison particulars about the model polyphase motor he had made. (22)

Why?

Edison already had a vested interest in the generation and transmission of direct current. He evidently rationalized that he was in possession of all the essential, relevant facts. In short, he had made a hard and fast conclusion. And what excitement is there in conclusion?

Tesla later sold his patents to George Westinghouse for a million dollars. The whole Niagara Falls electrical complex was built around the concept of generation and transmission of alternating current. Edison passed by a golden opportunity because he knew *the* answer. Or did he?

This preoccupation with *the* answer and *the* way is another deterrent to our more fully exploring the mystery of ourselves and our inner world. It helps explain why the implications of Extra Sensory Perception (ESP) or psi phonemena have been viewed with such skepticism.

Here is a kind of energy which produces no space-time manifestation. Pioneers in the field, such as Dr. J. B. Rhine, a man of unquestioned dedication, intelligence and integrity, find it wearying to ,as it were, reinvent the wheel again and again, even when they use more rigid kinds of experimental controls and levels of statistical significance higher than are considered minimum for those in the "established" sciences.

In Dr. Rhine's words, "The most immediate bearing of the facts of psi upon the world is that of challenge. This revolutionary set of findings is so basically incredible to the organized trained mind of today that it is almost automatically rejected. Indeed, few minds ever are trained to handle a radically new discovery; and the easy test of whether the new is consistent with the old serves most scientists as sufficient basis for rejection. The facts of psi are not consistent with the physicialistically dominated natural science of today. Most serious of all is the fact that the accepted doctrine becomes so closely identified with the natural vanities of those who have acquired it that anything which challenges it offers a personal affront and must be fought to a finish." (29)

Why does man feel he must make up his mind about things which do not demand immediate resolution? Why don't we develop our capacities to play with ideas or concepts, mentally taste and touch and toss them around, imagine the "what ifs" of possible solutions to problems, welcome rather than fear the development of spontaneity, release our thought to "imagineer" as well as make judgments and sober decisions?

What a price we pay for our lack of spontaneous playfulness and receptiveness to new experience! One hundred years elapsed from the time John Wilhelm Klein in Austria first used a stick on a dog's collar to get a sensation of direction and control before the principle was applied in work with the blind. When Igor Stravinsky presented "The Rite of Spring" at the 1913 Paris premier, the audience reaction was so turbulent that Stravinsky fled throught a backstage window just before police arrived. In Germany, Frederick the Great used a hardsell approach when he sent seed potatoes to farmers, accompanied by soldiers to force the farmers to plant them. The vigorous campaign, aided by a food shortage during the Seven Years' War, finally succeeded in popularizing the potato in Germany.

We are well aware that there are many sincere differences of opinion about how far it is proper to go in influencing anyone to be receptive to new experience and to "do his best." It would be the height of folly to imply that the part of a particular capacity is being wasted simply because

it is not used at a given time. A receptiveness to new experiences and a willingness to experiment must be tempered with a sense of responsibility both to ourselves and others. To maintain any semblance of sanity, we must differentiate among the stimuli which bombard us from all sides. Selective desensitization has as important a role to play as sensitization. We know of other examples where the "untried new" was forced on people and did not turn out nearly as well as the illustration of Frederick the Great compelling the German farmers to plant potatoes.

In short, it should be made quite clear that this paper is not a plea for cajoling, enticing, or "motivating" each person to discover the outer limits of his abilities and then seeing to it that he functions almost continuously at maximum capacity. It would be ridiculous to operate a 300 h.p. engine at full throttle simply because of the potential. The pity, using the analogy, is that there seem to be many people with 300 h.p. potential who have little understanding that they have any reserve power beyond 30 h.p.

Even with this understanding, there are many factors which influence what aspects of potential a person uses and how. Heilbrun (14) states that "reference to potential without specifying the conditions under which it is to emerge is a rather exercise; potential is always conditional."

We already have mentioned a number of variables which may operate in our world to restrict or block the development of potential. Some of these, such as poverty or ignorance are especially difficult to overcome. However, given the right climate and impetus, the very difficulties we encounter may be the sparks which will help initiate the process of calling on our hidden reserves. The oldest discovered living things on earth are the bristlecone pines. One, "Pine Alpha", is forty-three hundred years old. The bristlecone grows at an altitude of 10,000 feet. It is an almost barren area with high winds, a minimum of rain, and with extreme temperature variations. Yet they have survived partly because their living conditions made them struggle to stay alive.

Peter Hall (13) has stated that "complete agreement is boring; complete comfort is regressive, complete peace is stagnating and complete stability is ultimately destructive . . . development and growth require thinking and consciousness which depend on diversity, heterogeneity, conflict, alternatives, challenges and change . . . an individual, to develop and use his potential must be challenged, must accept ambiguity, must participate in conflict. . . ."

In considering ways to train those who gives promise as thinkers Highet (15) speaking in a similar vein suggests "one is to give them constant challenge and stimulus. Put problems before them. Make things difficult for them. They need to think. Produce things for them to think about and question their thinking at every stage . . . tell them to discover what is hidden."

Could it be that we have been deceived into believing that man is satisfied with sex, sedation, and social security? Do men stand proudly erect, explore their hidden strengths, discover ways to heal broken minds and bodies, and forge the tools for cleaning our air and water when their birthright is bartered for Roman circuses, drugs and a dole?

A quick look at an amateur athlete—when he is truly an amateur—reveals that many of our common assumptions become quickly suspect. Neither money, nor short hours, nor safety, nor security is his incentive. He is not involved in collective bargaining. Neither is seniority per se an incentive. Who would want the oldest player to remain on the team simply because of the longevity factor?

Recognition based on accomplishment is the payoff.

We have a working example of how one industry has used this principle of "adventuring", of recognizing that many people feel most alive when they are caught up in the pursuit of objectives which reward them in proportion to the degree they marshal and put to constructive use their potential.

The Lincoln Electric Company, world's largest manufacturer of arc welding equipment, has accomplished this by a system called "Incentive Management". In a report published by the company on December 5, 1969, it was pointed out that today Lincoln welding machines and electrodes are sold at the same or only slightly higher prices than they were in 1934 when the first bonus was paid.

How was this accomplished during a time of spiraling costs for labor and material? The answer seems to lie in the way Lincoln conceived of ways of tapping human potential. Recognition has been used in imaginative ways. Workers are rewarded for helping achieve the stated positive goal of providing service to the public in the form of a better product at a lower cost. Each worker's rewards are in proportion to his ability.

The motto at Lincoln is: "The actual is limited: the possible is immense". This is in keeping with the philosophy that "what a certain machine can do is reasonably easy to determine, what man can become no one can know completely. That he can develop greatly is proved by the

history of every person. How far he can go is unknown". (17) The philosophy seems to have worked. In 1969 alone the company's employees received incentive cash bonuses totaling $16,544,000, distributed in proportion to each worker's contribution.

Could it be that Hall (13) was right when he said that "the identity of many a blue-collar or white collar worker . . . feels constrained, powerless, and is able to extract very little meaning from his work. His options are few and he possesses little self-determination. . . . In reaction to the standardization, routinization, and monotony of his work, the worker has organized formally and informally to increase the degree of control over his job and to restrict the power of those in authority. Thus, behavior akin to industrial sabotage can be found in most factories and large offices."

More and more the understanding is dawning that the factor we call "level of expectation", conditions that climate for constructive or destructive kinds of behavior. A practical illustration of how we reap what we sow by our expectations is provided in the following example by Jan Gregory:

> A former mental hospital superintendent used to tell the story of an occasion when he was being visited by a member of the Board of Trustees, and the latter asked to talk with one of the patients. The psychiatrist selected a male patient who was convalescing from a manic episode, was quite cheerful and genial, and hence was not likely to complain about conditions of life in the hospital. The patient carried on an intelligent and entertaining conversation with the Board member until the latter rose to terminate the interview and turned to leave. Suddenly the patient leaped on him from behind, wrestled him to the floor, and put his hands around the man's throat—but was easily restrained by a male attendant. After the hurried departure of the Board member, the psychiatrist remarked to the patient that the latter had been overactive but not agressive on admission, and that now he appeared in better control of his behavior than previously, so that the psychiatrist wondered what had prompted the patient to assault the Board member. "Well," replied the patient cheerfully, "he so obviously *expected* something like that to happen, and I didn't want to disappoint him." (11)

Have we underestimated that part of man which responds to our expectations and the challenge of responsible involvement and individual and group accomplishment? Can "level of expectation" be compared to a psychological magnet to help draw out the best—or worst—in man? Sometimes the expressions of "carrying the torch" or "having a cause"

have been used in a negative sense. Where in the realm of lasting human achievement do we find a sense of pride and self-actualization occuring other than when there is purpose and a sense of direction? And are we not involved in helping set levels of aspiration which are interwoven with goals and purposes. Jourard (16) states that "Man's intentionality, will or decision to do or be something is a force in its own right, a force that exists under the sun as surely as do wind, biological pressure and social norms."

What are some other ways we can stimulate man so that the drive and intensity of his "intentionality" will be strengthened by a better understanding of his capabilities? In recent years there have been a proliferation of approaches. We shall touch briefly on one area—that of creativity or applied imagination as an aspect of human potential.

Beginning with the inspiration provided by Alex F. Osborn (23), Dr. Sidney Parnes and others at the State University of New York at Buffalo, New York, have served as a nucleus for providing leadership in the Creative Education movement which is influencing approaches to training and development of personnel in business, education, industry, government, and the health related professions. One of the most unique programs of its kind in this country, the Annual Creative Problem Solving Institute held each summer at Buffalo is staffed by a volunteer faculty and attracts several hundred participants from throughout the United States and many foreign countries. An example of the approach to training at Buffalo can be found in the Creative Behavior Guidebook written by Dr. Parnes (26).

In reflecting on the growth of training programs in creativity Dr. Parnes in a recent article has stated, "Over the years, I have been interested in the relatively new programs for human potential development: courses in creative problem-solving, sensitivity and awareness training, general semantics and related areas, and art education programs of various types. All the research to date seems to demonstrate that we can design educational programs that give individuals new scope for their individual processes. . . ."

Based on many years of group leadership experience and research, Dr. Herbert A. Otto (25) has recently published a comprehensive volume outlining group methods which may be used to actualize human potential. For the student who wishes to investigate additional approaches to problem solving and the development of potential, some other suggested references are Gregory (10), Schneider (30), Allen (1), Gordon (8), Anderson (2), Murphy (20), and Sorokin (31).

Perhaps the most single influential variable in helping discover and express human potential is the "contagion of spirit" which is radiated from the person who is a living, breathing example of one caught up in the excitement of—in the words of LeRoy Schneider—being "released to the wisdom of his own mind". (30)

How better to view sparkling new facets of life than through the eyes of another who is able to stand still and looks until he really sees—and then helps us see—and touch—and feel. Kenneth Clark in describing the Art Critic, Bernard Berenson, wrote: "He found enough beauty in his own garden to suffice for the whole day. And he used to say "Each morning as I look, I wonder where my eyes were yesterday." (5). To have the rare fortune to associate with such a sensitive person enhances the likelihood that we will explore more fully the limits of our senses—that our Awareness Quotient will make a significant forward leap.

What is it like to come fully alive? To become sensitive to the wonder of the world around us and within us? The possibilities are immense. What would it be like to take such a common thing as water and look at it in "an uncommon way"? Two men in California, Ernest Braun and David Cavaguaro, have been doing this for years. Recently they have published a book (4) in which they consider the "timeless wonder of water". Through their brilliant photography and a symphony of words they share with us the fragile beauty of frost on a spider web, a powerful waterfall, a clear lake at dawn. One's imagination can soar when caught up by words such as these:

> What wondrous stories a water molecule could tell, of wild peaks visited on stormy nights, of quiet rivulets and raging rivers traveled, of peaceful fogs and sun-colored clouds, of glaciers and ocean currents, of fragile snowflakes and crisp little frost crystals, and of the seething protoplasmic retorts of living cells—a zillion places visited since the earth's beginning. If only the water could speak our language, but instead we must read of its work among the rocks it etches and tumbles, and among the living organisms it helps to fashion.

What does it mean to really see? How many of us have the physical capacity of sight yet live and die in a sort of twilight world!

For those who cannot travel, many have found stimulation and release to a broader world by making friends of books where they can visit with some of the greatest minds of all time. "The best way toward greatness is to mix the great . . . . . and the secret of education is never to forget the possibility of greatness". (15) Blessed is the student who has a

teacher - whether in school or out - who excites him to visit in print with the immortals of the past.

Murphy (21) states that "our problem in the release of human potentialities are only to a limited degree problems in how to give the best rewards to excite the biggest scientific or artistic efforts. Much more they relate to the problem of identifying early, valuing and cultivating fully the kind of man or woman capable of stimulation, enriching, nourishing, supporting and guiding those with potential passion, possibilities of knowledge, skill or creative achievement."

Murphy's comments have a familiar ring and a peculiar relevance for those of us who work in rehabilitation. How can a helping person effectively assist others in developing and using residual abilities or skills - or in discovering and refining human potential - if he himself has not and is not experiencing the same kind of ongoing adventure in living?

In another article the writer has explored this question in considerable detail. (19)

At the beginning of this paper we asked whether or not you or I would have had the faith to see potential in Helen Keller had she been referred to us as a young girl. Perhaps a fitting way to summarize the essence of what we have been trying to say is found in two poems by two deaf-blind poets, Bob Smithdas and Richard Kinney. Bob Smithdas in "Little Things" gives us a delightful peek at the magnitude of potential when he writes that "in a tiny withered seed a thousand roses sleep" . . . and "one man with a consuming dream can . . . turn silence into deathless song".

Richard Kinney in his tribute to Anne Sullivan Macy speaks of the world of the deaf-blind children as having "no natural song of speech . . . nor . . . can radiance of rainbow . . . pierce that dusk whereof they are possessed". Yet, these are "laughing children . . . life is good!"

Why?

"Because you lived, wise teacher."

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The Santa Monica Madison School Plan: Immobilization or Options In The Special Versus Regular Classroom Placement Dilemma?[1]

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A review of 3000 years of history reveals four major determiners of man's attitudes toward and treatment of handicapped individuals. These are: survival, superstition, science, and service. During most of recorded history the pendulum has swung, at least to some degree, among all of these determiners although until the last 200 years science and service as determiners were clearly overshadowed by threats to physical survival from the harshness of nature and the harshness of men and superstition.

These past 200 years have seen man struggle with changing beliefs and approaches toward exceptionality, and frequent extreme shifts in the position of the pendulum in areas of science and service have occurred. The mentally retarded were considered curable provided proper sensory and educational training was given in the mid 1800's by some as a result of the intense idealism and optimism of Itard and Seguin. When institutionalized retardates in the United States failed to respond as totally as expected to such training, the pendulum swung full arc, and the optimism gave way to pessimism and a custodial rather than educational attitude toward retardation set in by the turn of the century. Recently, however, the pendulum has moved again not full arc but toward a more optimistic outlook for educating the retarded, much of it the result of research during the 1960's.

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The fantasy of fixed intelligence emerged with the development of the Binet intelligence test and individuals attaining a given IQ score were thought to have been described in terms of their basic capacity for learning with accuracy and finality. The pendulum has moved and is still moving in regard to this and the extreme position that IQ tests are totally invalid has been taken by some, and the more moderate position that such tests are useful when understood and utilized with critical perspective taken by others.

John Watson, Sigmund Freud, and B. F. Skinner have contributed to the movement of the pendulum in regard to both child rearing and special educational practices over the past 50 years in the United States. Concern with "outer" versus "inner" life considerations of emotionally disturbed children has determined in the past and are still determining the actual emphasis in special educational programs with disturbed children. The behavior modification methodological contribution to the 1960's in special education moved the pendulum rapidly but in the 1970's, we still find ourselves pondering the questions of the psychoeducationists and the humanists, and it appears to be moving again.

Yes, pendulum swings are not new to special education as they are not new to general education, or for that matter, the society at large. In general, extreme swings and then eventual movement to more moderate positions seem the rule. Concurrently, we are in the midst of a pendulum swinging dilemma regarding the placement of exceptional children, particularly the mentally retarded and the emotionally disturbed, in American public school education. The self-contained class model with its heritage from institutional programs and classes for the physically handicapped is being challenged at the present time. Part of the problem relates to categorization and variable and imperfect instruments and methods for designating children as mentally deficient or emotionally disturbed.

Part of the problem relates to the categorization outcome of labeling and the stigma of being called 'retarded' or 'disturbed.' Part of the problem relates to the constitutionality of labeling anybody "anything" and modifying his educational opportunities in contrast to those of the nonlabeled. Court decisions in California and elsewhere in the nation are increasingly supporting parents and special interest groups who challenge what have become established and widespread practices in special education.

Special educators have been aware of the drawbacks of the self-contained class for some time. But we have been slow to develop options and take the initiative in bringing about change before court orders and legislative action demanded such changes. Now we are faced in some cases with a pendulum swing of full arc. No special classes, no labels; therefore regular class placement and full time participation in the regular class program. What to do? The prospect of indiscriminate placement of children with serious learning and/or behavior problems into the already overburdened hands of regular class teachers is alarming. How did we get ourselves into this and whose fault is it anyway?

To begin with, we can blame ourselves as stated earlier. We may have become too special, too uncritical of our own practices, too 'more service' than 'more knowledge' oriented and too isolated from the regular classroom programs. But special education must operate in the framework of the school districts.

Perhaps it's their fault? Have administrative rigidity and resistance limited some special educators attempts at innovation and change? Are funds difficult to obtain for truly upgrading the level of instruction provided in special programs? Have administrators been slow to take initiative in improving the quality of educational programs in regular classrooms and supporting regular classroom teachers so that more educationally handicapped and possibly borderline retarded children could be included? Well, maybe they are limited because of the type of regular classroom teachers available to man their classrooms.

Maybe its the regular class teacher's fault. Is she too ready to unload the first child who falls outside her range of tolerance for behavioral and academic difference? Is she poorly prepared to truly individualize instruction, remediate academic deficiencies and deal with problems of management and motivation effectively? If so, then maybe it's the fault of the teacher preparation institutions who were supposed to get her ready for her job in the first place.

The universities and state colleges may be at fault. Why didn't they offer the training and experience to better prepare the regular class teacher for the wide range of individual differences inevitably encountered in the public school? Well, after all they were following state credentialing requirements. Maybe it's the fault of the state department of education.

Are they to blame? They determine the basic requirements necessary to prepare a regular class teacher. But since these are supposed to be a reflection of societal needs and goals in relation to education, maybe it's society's fault.

Finally we have the culprit! It's society and the simple answer to our special educational dilemma is 'change the world?' Despite the facetious ring to the preceeding remarks, they do tend to point up the enormously complex problems involved in dealing with any change in regular or special education. The result, if we aren't careful, is possible immobilization—that is we are damned if we do continue placing retarded and disturbed children in special classes and damned if we don't when we arbitrarily assign them to regular classes.

Of course, such an extreme conflict leading to immoribization may not occur in all cases—it may be replaced by chaos, confusion, or a variety of administrative smokescreen tactics. Or, hopefully, we will finally conceive of a series of options as alternatives between self-contained placement for the retarded and disturbed which will offer whatever supportive services needed to help these children with their learning and behavior problems, avoid casual or final assignment of labels, and begin to establish a firm link between special education classes and the regular classroom. Certainly the need for such options or actual program development in this direction has been considered for some time. But there is a current urgency that necessitates our direct assault on the problem. Let's face it, we simply won't change the world and resolve all the complex philosophical, legislative, and administrative issues before coming up with new approaches in special education. We must take special education, school districts, regular class teachers, teacher preparation programs, state departments of education, and society at large pretty much where they are and start on the operational level which matters most to the children we seek to serve.

The Santa Monica Madison School Plan is an attempt to provide an innovative answer to the question of special versus regular class placement and has been developed over a three-year period in the Santa Monica schools, building on the engineered classroom design introduced in the district in 1966. The plan aims at merging special class programs for educable mentally retarded (EMR) and educationally handicapped (EH) children with the regular class program.

We shall discuss the functional model for grouping and instruction in the Madison Plan, pre-placement assessment, physical facilities and program, and ongoing evaluation.

Functional Model for Grouping and Instruction

The initial task faced in the development of the Madison Plan involved a shift in point of view regarding EMR and EH children. First,

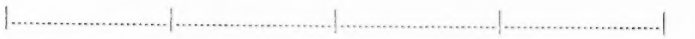
pre-occupation with timeworn and essentially educationally useless labels and categories was abandoned and a single program created which covered the two categories of exceptionality. Thus, the broad, optimistic and somewhat idealistic label of 'learner' was applied to all the children, regardless of traditional category. It was not what these children could not do, based on the concept of disease, disability, or handicap, that was of major concern; it was the notion that regardless of their problems they were at all times ready to learn something that was important. Second, participation in the regular class program was recognized as desirable for as many exceptional children as possible provided they were given whatever supportive special help necessary on a part-time basis for some or a full-time basis for others.

On the basis of this point of view a functional model for grouping and instruction was conceived. It combines all exceptional children and considers them learners at varying levels of competence, along a dimension of readiness for regular classroom functioning. Four major areas of competence are considered in placing any child along this dimension: 1) Pre-Academic competence, 2) Academic competence, 3) Competence for functioning in traditional classroom settings (e.g., teacher in front of class, child working with teacher in small group, and child working independently in class or group), and 4) susceptibility to traditional classroom reinforcers (e.g., acquisition of knowledge and skill, grades, recognition, and praise from teacher and peers). Pre-Academic competence is defined as the ability to pay attention, start work, follow task directions, take part orally, do what you are told in class, and get along with others. In addition, being able to see, hear, and perceive accurately, and adequacy in motor coordination are related to success in a regular classroom on a pre-academic level. Academic competence relates to 'being right' and 'neat' as well as to language comprehension, reading, arithmetic, and other subject areas.

The Madison Plan views most exceptional children as ready at all times to fulfill at least some of the expectations associated with these four levels of competence. It assigns them to a program based on degrees of expectancy along the dimension of readiness for regular classroom functioning regardless of their traditional classification. Four settings are utilized in order to provide a program covering the full range of expectancies: Pre-Academic I, Pre-Academic II, Academic I, and Academic II. These are illustrated in relation to the dimension of readiness for regular classroom functioning in Figure I.

FIGURE I

The Dimension of Readiness for
Regular Classroom Functioning



Pre-Academic I Pre-Academic II Academic I Academic II

The Pre-Academic I level has the lowest level expectancy and provides the strongest supports for helping the child improve in his behavior and learning. It emphasizes increasing competence at the pre-academic level and de-emphasizes academic instruction. The program takes place in a separate room under the supervision of a teacher and classroom aide. Eight to ten children work individually at large tables and the primary instructional setting involves the teacher working individually with the child, or child working independently at his desk or in a study booth. Group instruction is minimized and all work is individually assigned. The room resembles an engineered classroom (Hewett, Taylor, & Artuso, 1968; Hewett, 1968) originally developed as a self-contained room for educationally handicapped children with interest centers for order, exploratory, and communication activities and special materials for building pre-academic skills. Since many exceptional children have experienced so much frustration and failure in school, reinforcers of knowledge and skill and grades may be ineffective. In addition, some do not respond well to praise, particularly at first. As a result the Pre-Academic I and Pre-Academic II settings use a check mark system which is an extension of one originally developed for use in the engineered classroom. Each child carries around a Work Record Card on which there are some 200 ruled squares or boxes. Every twenty minutes the teacher or aide acknowledges how well the child has worked in relation to his assigned task or tasks (task behavioral) and how well he has behaved according to classroom standards (setting behavioral). In administering the check marks, the teacher either calls attention to strengths the child has demonstrated by giving him all of his possible checks ("You didn't get out of your seat, even once.") or alerts him to problems which arose during the twenty-minute period by withholding some of the checks ("You left your desk without raising your hand.").

Children assigned to the Pre-Academic I setting can earn a possible ten checks marks every twenty minutes. The check marks are really alphabet letters related to behavior selected for emphasis (e.g., 'A' for attention, 'W' for working, etc.). The first five are given for 'work' and reflect the following categories: attention, starting, working, following task directions, being right, and being neat. The second five check marks are given for 'doing what you're told' and allows the teacher maximum flexibility in communicating to the child his overall adherence to class or group rules. As can be seen, the categories themselves are expressd in terms understandable to the children and represented on the Work Record Card by alphabet letters which serves as a record of strengths and weaknesses. Once a card is filled, the child may exchange it for a small amount of food, an inexpensive trinket, or 15 minutes of free-choice time.

The Pre-Academic II level increases the degree of expectancy in the four areas of pre-academic and academic skills, instructional settings, and reinforcers. Six to eight children work with a teacher or aide around a cluster of tables in what is essentially a teacher-small group instructional setting. Emphasis shifts from individualized, independent assignments to group lessons and from pre-academic skills of attention, working, and following directions to intensive remedial academic work. However, taking part orally in a group lesson and getting along with others are pre-academic skills particularly stressed here and opportunities are constantly provided for building them. The check mark system used in Pre-Academic I is retained with these two pre-academic behaviors added in the task behavioral and setting behavioral categories respectively. Free choice activity time is the only exchange provided for completed cards.

The Academic I level provides a simulated regular classroom experience for sixteen to eighteen children who are seated at desks or tables arranged in the same manner as those used in regular classrooms in the school. The instructional setting is teacher in front of the class. Remedial academic work is stressed with more emphasis on utilizing regular curriculum materials rather than individualized lessons. In place of the check mark system, the teacher at the Academic I level uses a numerical grading system. Each hour children in the setting are given ratings in areas of effort, quality of work, and citizenship. This is an extension of the ongoing evaluation rating systems to be discussed later.

Academic II is the regular classroom and all children working at Pre-Academic II and Academic I levels are assigned some time in this setting. Regular teachers who have children assigned to the Learning Center part

time in their classes do ratings on a daily basis similar to those done in Academic I.

In the description of the Madison Plan just presented, it should be noted that no distinction is made with reference to type of exceptional child (e.g., EMR or EH) to be assigned at any level. Each child is viewed in terms of his readiness to profit from the degree of expectancy at any level and from his first moment in the program is considered *in transition* along the dimension of readiness for regular classroom functioning. In this way there is no label assigned to the child. The learning environment has the label (e.g., Pre-Academic I) and the child is assigned work at any level or levels in order to bolster his strengths and compensate for his weaknesses. This is not to say that arbitrary pressure is exerted to get all exceptional children into the regular classroom. Here the concept of 'swinging doors' on both the special and regular classrooms arises. At any time if a child is not a candidate for greater degrees of expectancy associated with a given level, he can move back to a less demanding situation. The important consideration here is the elimination of closed or locked doors in either direction. There are some exceptional children that may never move past a Pre-Academic I setting during most of their school careers, but the option is there with the systematic plan to implement when and if the child is ready.

Pre-Placement Assessment

Implementation of the Madison Plan begins with a review of a placement Inventory filled out by the teacher or teachers who have had previous experience with the child. This inventory consists of 34 items, stating degrees of competence with respect to pre-academic and academic functioning, ability to work in various instructional settings and effectiveness of various reinforcers with the child. The completed Inventory provides a weighted score suggesting the level (Pre-Academic I, Pre-Academic II, or Academic I) where initial work with the child can best begin. In addition, any psychological or medical data on the child or cumulative record information available is reviewed. However, the Madison Plan aims at initiating the educational assessment within the instructional program, not providing an elaborate pre-placement diagnosis and assessment which in the author's experience often does not translate usefully into classroom practice.

At the beginning of the school year as many of the designated group of exceptional children to enter the Madison Plan as possible are assigned full time to a regular classroom in the school for a one to two week

period. This is done to 1) establish a regular class 'home base' for each student toward which he could move over the year, 2) acquaint the regular class teacher with the child and establish, from the beginning, her partial responsibility for the child's educational program, 3) acquaint the exceptional child with the class, teacher, and peers. Following this initial period, the children are assigned to the Madison Plan program, and returned to the regular classroom for activities and lessons which are appropriate for them. The important consideration here is that a link with the regular classroom is established from the onset--there is no 'shopping around' for a willing regular teacher or empty desk when it appears the child is ready for partial integration.

Physical Facilities and Program

Physical facilities within which the Madison Plan operates include two adjoining regular classrooms with an inside door connecting them. This facility is called the Learning Center. The Pre-Academic I setting is in one room with the Pre-Academic II and Academic I settings separated by cabinets or a partition in the other room.

As has been described, the program utilizes the services of two teachers and two aides and can include some thirty to thirty-six children. In actual operation in the Santa Monica schools, one of the teachers in the Madison Plan is credentialed to teach EMR children, and the other has experience teaching educationally handicapped children. The aides are housewives with no special training. The total number of children served depends in part on the number spending part time in the Academic II setting (the regular classroom). Once the program is underway, additional children may be assigned work in the Learning Center during periods when assigned students are integrated in the regular classroom. In this way children in the school not identifiable or classifiable as retarded or disturbed or in some other special category and who may be borderline behavioral and/or learning problems may have access to the facilities and resources of the Madison Plan. Thus, the Learning Center can become a total school resource, dynamic and flexible in operation and offering services not possible to provide in the traditional self-contained special class framework. The inclusion of non-classified children in the Learning Center program serves also as an incentive to regular class teachers who are asked to include several exceptional children in their classrooms for varying periods of time. While these children are in the regular classroom and there are fewer children in the Learning Center, the teacher may refer out other problem children who would not normally be eligible for special help. Possibilities also exist for inclusion of

gifted children or normal learners for enrichment in content areas such as science, reading, and arithmetic, using individualized and unique materials not always found in the regular classroom. The Madison Plan ultimately aims at creation of a school Learning Center defined as a place where any child may go for activities and experiences not always possible or practical to provide in every regular classroom.

While the floorplan suggests a typical assignment of settings, that is one Pre-Academic I area, one Pre-Academic II area, and an Academic I class, variations on this assignment are possible and in some cases essential. Consider the case of a group of EMR and EH children whose behavior problems make almost every one of them a candidate for a Pre-Academic I setting. They simply are not ready for work on the other levels. Such a group would best be served by initially converting the facilities into two Pre-Academic I settings and gradually introducing a Pre-Academic II and eventually an Academic I setting. Various other possibilities include doubling the number of Pre-Academic II settings or having two Academic I settings should the characteristics and functioning levels of the children involved warrant such a change. This flexibility is important when the basic philosophy of the Madison Plan is considered—that is every child is a learner, taken wherever he is and the learning environment given the responsibility for doing something to help him. Primary consideration of diagnostic labels and resultant fixed expectations on the part of the teacher are avoided. As the child changes, the learning environment is ready to change and no fixed plan or program should exist to restrict what is offered or expected.

The actual schedule of the Madison Plan provides intensive reading, written language, and arithmetic experiences in the morning in all settings, as well as pre-academic emphasis in Pre-Academic I and II. A wide range of individualized materials are used and emphasis in reading and written language is offered through the use of a modified Fernald story-writing approach. Recesses are taken with the regular school children, as is lunch. Some children spend only the morning hours in the program and go home before lunch, some move to Academic II part time during the morning, some continue in the afternoon in the Learning Center in a social studies program, and some integrate in Academic II for social studies, physical education, or music and art activities. Obviously, integration in Academic II depends on the individual classroom schedules of the regular teacher and great flexibility is necessary in assigning children.

Ongoing Evaluation

How do you know when a given child is a candidate for partial or increased assignment to any of the four settings in the Madison Plan? It has been found that daily or weekly reflections by teachers offered at staff conferences regarding 'I think he's doing better this week.' or 'I feel he had better be given more time in the Pre-Academic II setting.' are woefully unsystematic in providing indications for program alteration. Therefore, a rating system has been formulated for use in all four settings. This system relates to the task behavioral and setting behavioral categories described earlier and is designed to provide data for the Learning Center staff in relation to making decisions about re-assigning the child work in any of the four instructional settings. In Pre-Academic I and II, teachers make such ratings using a one to five numerical scale every twenty minutes. The ratings are recorded directly on the child's Work Record Card in the next open box after the check marks. The task behavioral rating is based on how well the child handled the requirements of work assigned. This rating procedure is based on a much more elaborate set of criteria not possible to present here. The setting behavioral rating reflects how well the child fulfilled expectations according to the standards for 'doing what you're told' or 'following rules' in the assigned setting.

In the Academic I setting this system is used for both directly rating the child's effort and quality (task behavioral) and citizenship (setting behavioral) every hour and providing ongoing evaluation data for the program. The Academic II teacher does the same rating on a daily basis without communicating it to the child.

At the end of each week an average 20-minute (Pre-Academic I and II), hoursly (Academic I), and daily (Academic II) rating is computed covering the five day period. These are graphed for each child and provide a direct reference for the staff in considering re-assignment. Academic progress is recorded by the Learning Center teachers each week and summarized on the graph. In general, it has been found that the most critical areas for determining movement into the regular classroom are in the pre-academic and instructional setting categories. Once the child is paying attention, trying, and working, following directions, and getting along with others he can often be included in the range of academic differences the regular classroom teacher is prepared to provide.

The decision as to when movement into a regular classroom should occur or when changes in an existing assignment should be made is

coordinated by the school principal working with the Learning Center and regular classroom teachers. Communication between staff and coordination of assignments and re-assignments are the key considerations in making the Madison Plan work. The major difficulties encountered in maintaining the plan center around lack of communication between all school staff members. Active participation of Learning Center teachers in faculty meetings and scheduled observation periods for regular classroom teachers to visit the Learning Center and observe children with whom they are working as well as similar periods for Learning Center teachers to visit regular classrooms helped solve the problem. Also, having the regular and Learning Center teachers exchange teaching assignments periodically and having an entire regular class spend a period in the Academic I and Pre-Academic II work areas while the Learning Center children in these settings spend time as a group with their teachers in the regular classroom was a useful approach for facilitating understanding, communication, and coordination.

The Santa Monica Madison School Plan has developed as an administrative-instructional framework within which exceptional children can receive many of the benefits of both special and regular class programs (Soloway, 1970). It reflects a behavioral orientation, considering exceptional children first and foremost as learners and attempts to move them along the dimension of readiness for regular classroom functioning by bolstering pre-academic and academic skills, providing opportunities to learn in varied instructional settings and offering a range of reinforcers from tangibles to grades. The overall contribution of the Plan may be discussed in terms of the public school, the exceptional child, and field of special education.

The Madison School principal found himself in a far better position to deal with parents of EMR children using the Madison Plan in place of traditional EMR class assignment. Such parents often question the label of retardation with resentment or an expression of hopelessness that their child will never return to a regular classroom. The 'swinging door' concept of the Madison Plan was much more acceptable to these parents and most were very positive regarding having their children participate in it. One parent requested that his two younger children in the same school who were having learning problems but were not classifiable into a traditional category be placed in the program since he recognized the advantages of its highly individualized approach. As children initially placed in the Learning Center spent increasing amounts of time in

regular classrooms, such non-classifiable children were included and this provision for extending special facilities to many regular class children with learning problems has emerged as a strength of the Madison Plan. In addition, the regular class teachers profited from a closer working relationship with the special teacher in terms of new materials and techniques which they could use in their programs. Isolation of the special teacher often occurs along with the isolation of the exceptional child in special programs and the Madison Plan helped diminish such isolation considerably.

The advantage of the Madison Plan for the exceptional child himself related to the problems of labeling, isolation, and lack of learning emphasis in some special classes discussed earlier. The teachers in the Learning Center who had previously worked with many of the children were impressed with the increased interest with school, social awareness, and growth and academic progress shown over the year. This was particularly noteworthy with the hearing handicapped and EMR children. One example illustrates the perception of the Learning Center by an EMR student. A visitor to the Center asked him about the work he was doing and he replied, "I'm getting help with my reading here, but in a little while I'll be going to my real class upstairs."

The time will probably never come when any single model or plan will provide a final answer to the special versus regular class dilemma. However, as long as the question of the efficacy of special classes is asked by school administrators, teachers, parents, and special education, more suitable answers must be sought and options rather than educational immobilization must occur. The Santa Monica Madison School Plan suggests a possible answer which can only be finalized following continued questioning including research efforts directed toward comparing its effectiveness with the trtaditional special class approach.

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A Model of Man: Pre-Requisite To A Model Of Rehabilitation

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I have spoken and written many times about "models of rehabilitation"; sometimes miniatures, schematizing a very narrow aspect of rehabilitation, sometimes grander ones attempting to encompass all of the concepts necessary to frame a rehabilitation services program. These have been "eclectic" combinations of my own ideas welded with the ideas of others. Sometimes the source of a component is given due recognition, sometimes not—because although I realize the idea was not my own, I can neither recall nor find where I came upon it. This is, I suppose, another way of stating that there is nothing new under the sun. Such models are, at best, unique and hopefully useful combinations of old ideas. Mine have usually purported to take into account what the rehabilitee needs in order to become a rehabilitant. (I am using the term *rehabilitee* to indicate the person who is undergoing rehabilitation procedures and *rehabilitant* to indicate the person who successfully completed same.) The models have described what the *rehabilitator* should do, using a conceptual schema which satisfied my need for inclusiveness on the one hand and non-overlapping categories on the other.

The models I have described in the past have all met the usefulness criterion to some extent. Those which I thought met it best are in operation in the Vocational Service at Rancho Los Amigos Hospital. Comparatively speaking, the program is a good one. All of the basic components you read about in the literature are there. The statistics on placement look as good as those of any other program dealing with severely disabled people and considerably better than many. But by and ideal or absolute standards, you would have to say it is a weak program. More people still muster out than succeed. Why? What is wrong with the program? What is wrong with the models upon which it is based? What is wrong with all the programs across the country that get no better results?

Just as there are undoubtedly tens or hundreds of things "wrong" with these programs, there are tens or hundreds of ways to begin answering these questions. For this paper I arbitrarily chose one of those ways as a result of a conversation which occured the day before I was invited to speak to this group. The Research and Education Coordinator of the Vocational Services said, "Hey! How about you talking at the Behavioral Sciences Seminar sometime on your ideas about the nature of man? I don't really know how you or any of the other staff in our department view man and I'd like to run a series on this. I don't see how we can really communicate until or unless we understand the assumptions we're all making about the nature of man."

He was met by a glassy-eyed stare. My first thought was something on the order of, "These brand-new Ph.D.'s with their fancy philosophical notions . . . there's no time for that, there's WORK to do!" My second was, "But he's right." We make decisions every day—about programs and individual clients—which purport to be based on clients' needs and capabilities; man's nature. But we don't really know what they are. We have some notions, but we've never systematized them enough to let them serve as guidelines for consistent decision-making. Being able to relate decisions to underlying assumptions held by the decision-maker can save time. Have you ever picked up a case that was started by someone else and spent some time wondering WHY did he or she ever do what they did with the client? Then did you spend some more time bad mouthing your professional predecessor to your colleagues? Then did you spend still more time trying to decide whether to scrap everything and start over versus salvage what you could and rectify by patchwork?

My primary thesis today is that better understanding of man as Rehabilitee and Man as Rehabilitator can ease the frustration and time wastage illustrated by the painfully typical scene just described. Let me correct myself. Better understanding of Man as Homo Sapiens is what we need. Given that, the temporary or parttime roles as rehabilitee and rehabilitator should fall into place. I stress these two roles only as a means of introducing the opinion that the assumptions we make about the nature of the client are only half the story. The assumptions we make about ourselves, the facts about ourselves, and the junctions and disjunctions between these two are the other half. Our own needs and capabilities, our nature, dictate our decisions just as much as our assumptions about the clients. What are they? Do we really know?

I think better understanding of these things will also help us ease the larger frustration of creating "as if" programs—programs operating "as if" they were really needed or "as if" they were really providing a useful service. What is it about us that causes us to create programs that we think are great but when other people say, "Yeah, it sounds good but what is it really doing?" We have trouble answering, but go right ahead with it, undaunted and unshaken?

My secondary thesis is that even lacking the hard core TRUTH about the nature of man that philosophers and scientists have sought since the dawn of history, if each of us takes the time to think through his beliefs about the nature of man and then advertises those beliefs to his fellows, then right or wrong, we will have taken a big step toward making our actions comprehensible to ourselves and others. By recognizing what our beliefs really are and self-consciously taking them as working assumptions, we can build for ourselves models to guide decision making. By advertising these to others, we can provide them with models to guide decoding of our actions. Tempting criticism of not only our decisions but our very belief structures lacks something in appeal, but let me just state the opinion that if we in the people-helping field are unable to overcome this natural tendency to protect our egos from the onslaughts of criticism we are probably doomed to many more decades of weak programs which are good only by comparison with other weak programs.

At best we will still err. Even after taking inventory of our beliefs and sorting them into various piles and even after we have made the fruits of our efforts public domain, we will still err because some of our beliefs will simply be wrong. But at least we will begin to generate constant rather than random errors, and constant errors can be located, they can be identified, and then they can be corrected. Random error eludes us. It comes from so many and diverse sources that we can do no more than lump it together and call it "chance". In research we have a statistical handle on it, but it still distorts our predictions. We feel better because we know approximately how much. In the clinical setting it distorts our decisions, and we have no idea how much. In research, from time to time, a component of random error gets identified and can thenceforward be used as a control variable. Yesterday's "chance" happening has become today's "cause-effect" relationship. In the clinical setting it happens too. "Aha!" says the counselor. "This client's been getting more withdrawn in our sessions because I've been very passive and non-directive when he needs some very active direction". It happens, little by little, fragmentary

insight by fragmentary insight. We have these "Aha!" experiences and realize we have erred because we didn't see the clients needs and capabilities correctly. We suspect maybe we were too strongly driven by our own need to use the technique with which we felt most capable. Then we start wondering, "Where else am I doing it?"

There will still be random error, too, because some of our beliefs will escape us in the inventory—usually because we don't happily acknowledge that we feel a certain way about people. As soon as the concept starts to push its way into consciousness, we push it right back again and forget we ever saw it. But that's o.k. Growth is growth; you don't have to do it all at once.

The title of this paper reflects my belief that having a model of man is a pre-requisite to building a usable model of rehabilitation, not that I already have one to offer you today. Each of us must build his own—or be aware of the one which exists and unconsciously guides decisions—so that this data is available to the intelligence. With time, experience and mutual feedback, we will begin to recognize faulty notions and cast them out. We'll steal better ones that we've learned from someone else. If we could have a "pre-post" check, we'd probably find that the commonalities among our models were growing. And we'd be on our way to *A* model of man which could guide the profession, not just one professional. Improved consistency between professionals could be added to the improved consistency of an individual.

Now I'd like to share with you—make public—some of the beliefs I've come to realize that I hold about the nature of man since I started taking inventory a couple of months ago. They guide, in extreme cases dictate, and in other cases at least color, my actions and decisions. Because I believe they are true of men in general, they also contribute to my interpretation of the actions and decisions of others . . . clients, other professionals, friends, relatives, strangers . . . anyone whose behavior I have reason or occasion to interpret. I don't claim truth for any of them. I don't expect agreement on all of them and wouldn't be taken too much by surprise to find disagreement on all of them. Even understanding these underlying assumptions of mine, you may still think some of my decisions are poor, but at least you'll know a little better how I got there. My payoff will be, when I make a poor decision, I'll have given you a better chance to give me constructive feedback for correcting myself next time.

A little earlier I made reference to "taking inventory and sorting into various piles". The sorting process marks the beginning of true model

making. It requres fair sophistication and some of us will do well to generate a simple laundry list. When I say "some of US" I mean that's where I'm at. A year from now, I may have the beginnings of an organized theoretical structure, but today I am simply sharing with you some of my initial ruminations in the hope that they will interest you and stimulate you to embark on a similar venture—which you might later share with me. The choice of topics is guided not by some theoretically determined evaluation of importance, but by the happenstance of events in the last two months which have prompted me to think about these particular issues. I will ask far more questions than I will answer.

1. First of all, all men are NOT created equal. In Abraham Lincoln's day that was an important thing to say and, like the Bible, it can be interpreted more or less concretely. Most of us, having observed that some people are smart, some dumb, some beautiful, some ugly, some healthy, some sickly right from the very beginning of life, take a less concrete view. For example, they interpret Lincoln as having meant, "All men are created with a right to equal opportunity under the law." Others steadfastly maintain that he meant exactly what he said but that such variables as intelligence, beauty and health weren't what he was talking about. He meant spiritual equality—no man's soul is better than any other man's soul. I don't know what to say about the latter interpretation other than "oh" and then put it in the pigeonhole marked "Unusable Information". The former is more seductive, but even that gives me some trouble. Can a legal or moral right offset the limitations which capabilities impose upon opportunity?Doesn't it become vacuous to insist that a person who lacks the capabilities to function without a constant guardian has, at some philosophical level, as much right to a college education as anyone else? Or that I have as much right to avail myself of ice skating lessons as anyone else? Do I have a right to seize an opportunity to attain a very high level position and then proceed to demonstrate how "right on" the Peter Principle is?

The trouble with the concept of rights is that it's a two-edged sword. "Rights under the law" frequently sanctions unkindness and excuses the individual from concerning himself with this. I have the right to sue you if you rear end me. But how about you? You are ruminating so hard about your wife's accident last month and what will happen with your insurance company if any little thing happens and whammo, your foot slips off the brake and onto the accelerator. My bumper gets dented a little. Unless I'm some kind of nut about how my car looks, I should

care less about the blemish. It's not enough to hurt the resale value of the car. But it would cost $80.00 to put it back like it was. I've got a right to insist on that. And be the last straw with your insurance company. And cause you to go on assigned risk at a couple hundred bucks more than you're paying now. And you don't know how you're going to pay for the groceries. But I've got a right. It WAS all your fault and I am innocent as a 70 year old virgin and if you can't keep your mind on your driving then you should stay off the streets. Right? Righteous? But is it *kind?*

The concepts of rights and equality are unfortunate. I think they miss the point. I think they demonstrate man's tendency to try to substitute power measures (rights concept) and simplistic absolutisms (equality concept) to prevent men from walking all over each other because he's given up hope for fairness and kindness from individuals. I recognize that in the larger society these concepts are necessary. I fear that their use may promulgate more of the problem they were designed to handle. I believe that if in the smaller society of our profession we could get away from them and focus on the real and simple issue that "all men should be allowed and helped to do their own thing in ways that don't impose unkindness and unfairness upon others", we would not only do better rehabilitation, we might contribute something to the world.

As a result of this kind of thinking, I find that a little part of me turns off when people talk about rights and equality in the context of our work. I try to fight it, but I don't always succeed.

2. The second belief was introduced under the last topic. That is, man tends to fall back on power measures when reason and understanding fail. This is illustrated very early by parental interventions with their children. After discussing the whys and wherefores of some childish no-no for what seems like an hour but was probably about three minutes and the child is still loath to concede, parent says in despair, "Look, I've tried to reason with you but you won't listen. Let me make myself perfectly clear. You will NOT do such and such again and if you do, you will be punished, you can count on that!" A deep breath, a break, re-thinking why you're not getting through, and three more minutes might have done it. The child might have really understood why, and not be continually tempted to rebel just for the sake of showing "you can't do that to me!" A counselor is using case service funds to pay for private trade school training for a client. He knows the client is missing a lot of classes and messing around when he does attend. Counselor asks him how come. He

gets double talk for an answer. Instead of trying harder to "walk a mile in the other guys shoes" he gets mad about being double talked and says, "o.k., but let me make myself perfectly clear. Three more unexcused absences and you're out." And he congratulates himself because he's tough and you have to be, and at the same time, he's kind—his leniency in granting three times proves that. A supervisor knows his salaried salesmen are goofing around when they're supposed to be making sales calls. He tries to talk it out but because part of the morale/motivation problem is of his own making, he avoids asking the right questions. Nobody's going to sock it to the boss unless he first gives reassurance that he's got the ego strength to take it. Therefore, the right answers don't come, the supervisor gives up and falls back on power. "Let me make myself perfectly clear. You *will* provide documentation of every contact you claim to have made, clock out, call in, etc., etc.". How different is the outcome from what happens with the little child whose parent gave up and resorted to power? When power potential is available, it's so very human to go ahead and use it. Its seductive attributes are fourfold; it's quick, it's easy, it's easy to deny that it's going to be temporary, and it serves the dual purpose of venting some of the hostility born of frustration when trying to reason didn't work. The main problem with power measures is they don't work. You can create a beguiling facade of conformance for awhile and for that while your anxiety gets down to a tolerable level, but what happens to it when the break-throughs start happening?

When the other guy "pulls rank" or uses whatever power measure happens to be at his disposal, can we improve problem solving by pausing to reflect. "Hey, this guy isn't just an autocratic bastard, he's a fallible human being who's frustrated; he's giving up, but that doesn't mean I have to give up and lapse into hostile indignation at being out-powered. I can still take some responsibility to reintroject hope and work toward understanding and a reasonable, lasting solution."

3. The next topic has to do with face-saving. A recent issue of Psychology Today carried an article on this, and while individuals differ and triggering situations vary, the need to save face would seem to be an integral part of man's nature. Men will pay enormous prices to save or restore face. Self esteem, a la Maslow or others, is probably a key. If we become aware or imagine that we look like fools in the eyes of others we feel bad. Why? Probably because we use their apparent esteem for us as a barometer of how much esteem we may have for ourselves. When

theirs goes down, ours goes down, and we feel bad. Without getting into all the complexities of how we need to develop inner standards so that we aren't reliant on the possibly neurotic or even cruel judgments of others to feel that we're o.k., we can still look at this tendency in an effort to understand some things about our superiors, peers, subordinates, clients and ourselves.

Since sometime in the nineteen forties, there has been a sign in the old workshop building at Rancho that shows a picture of a mama dog and about eight little puppies trailing behind her, The caption reads, "Admit your errors. Trying to hide them only makes things worse". We all know this. One of the nicest things we feel we can say about a person is, "He's the kind of man who can admit it when he's wrong". Why, then, is it so hard to follow through and act, consistently, on this wisdom? Why do we try so hard to rationalize our way out of situations where it looks like we blew it? Why do we try to place the blame elsewhere - onto another individual, another level in the organization, another agency? The most likely answer would seem to be because we're afraid we're going to lose more than face, we're going to lose PLACE. We might be stripped of desirable responsibilities, demoted or even fired. We're going to be closed out as infeasible for service on the basis of non-cooperation, we won't get the car or the books and tuition. But those are seldom a realistic fear. People are so charmed by the ability to admit errors that you're more apt to earn than lose points by it. Why, then, does the blame avoidance type of face saving continue to occur? I think one of the reasons has to do with the other person or persons involved. Recall Eric Berne's Transactional Analysis and the game people play called, "Now I've got you, you son of a bitch" A person might be right on the verge of admitting, "Boy, I really blew it!" But if he senses the tiniest bit of a "gotcha" attitude on the part of the person who's helping him see where he went wrong, or persecution, hostility, disgust, the hackles go up and the attitude starts shifting toward, "Now wait a minute, it really wasn't all my fault in the sense that . . ." Can we, as the "other person" aid this difficult type of communication by being very clear in ourselves that we are not harboring (and therefore not automatically transmitting) "gotcha" type attitudes or simply impatience which will dam up the flow of honesty and stimulate the need to save face?

There are other kinds of face saving that concern us. One of the most celebrated in rehabilitation is pretending not to care, so if you fail people won't feel sorry for you. How many unmotivated, uncooperative clients

who just didn't care and engaged in intolerable behavior (if you're bad people won't feel sorry for you either) have been sent away because we failed to be sensitive to and patient with the face saving aspect of their behavior?

It's a troublesome trait, but because it's so common to us all - so HUMAN - need to respect as a simple reality without negative evaluation, because that sets us up to respond to it in unhelpful ways. At the same time, because it is a potential trouble maker, I think we also have a responsibility to help each other overcome the need to do it; and that means we don't "protect" each other from the pain of facing errors by becoming an ally in self-deception. We simply ease the pain (and therefore the danger of slipping back into face saving self deception) by communicating acceptance, recognition that errors are natural and expected, that our concern is clarity and not blame placing, and that we understand that if he thinks he's made an error this is going to concern him and we're willing to spend the time helping him think it out.

4. I made a passing reference to "protectiveness" a few moments ago and would like to expand this a little. Man, not unlike many other species, tends to be protective of his fellows. Whether for biologically determined reasons, or just smart observation that it improves the probabilities for self preservation which gets passed down through animal culture, that's the way a lot of species are. Man, the one animal which has devised civilizations, has made an institution of it. It doesn't just happen in our species anymore, we make it happen. This may be both our salvation and our downfall. On the salvation side, we care enough to pass social legislation. We care enough to generate dozens upon dozens of people-helper fields. Some of us even care enough to immolate ourselves on the doorstep of the oppressor. On the down fall side, we sometimes overprotect to the point of destroying. The creature reared in asceptic conditions doesn't have a chance later on when it's exposed to the normal world because it doesn't have antibody one. The sheltered, pampered child doesn't have a chance later on because he hasn't learned how to cope with adversity, frustration, disappointment. The mentally retarded person doesn't have much of a chance to make the most of the resources he's got if he's "protected" from the truth that his abilities in certain realms are limited compared with others he will meet. You and I stand a much impaired chance for human growth if significant others in our lives are "protecting" us from insights and recognitions that might cause us temporary pain. They're in trouble if we're doing that to them.

Recently a colleague of mine critized another colleague during a meeting for which I wrote up the minutes. I included what I thought was a factual restatement; it seemed a reasonable criticism the subject would want to consider and, if appropriate or possible, correct. When she read the minutes she went to her critic for an explanation. In the face of her obvious displeasure, he softened the criticism to the point of making it incomprehensible. He had an opportunity to air something that bothered him and maybe get some corrective action. He was willing to sacrifice it to keep her from being up tight . Why? Husbands and wive are notorious for doing this sort of thing. They hold back criticisms - honest, fair, reasonable criticisms, till they're ready to explode - because they are afraid the other can't handle it; they'll be hurt, they'll get mad. Why? We know how tough and resilient we are, why do we make the assumption that others are too fragile, too brittle, to tolerate honest criticism? There are probably two aspects to the answer. One is simply that we do identify with other people and when they feel bad, we feel a little bit bad too. If we're somehow responsible, we feel worse. The other has to do with self protection. We just might get lambasted back. We don't like to suffer loss of approval either. If we have already "waited too long" and built up a head of steam - annoyance, antagonism - we add self distrust to the problem. We're not sure *we* can be fair and in control of our emotions.

If we really want to improve our functioning and help our buddies improve theirs.' I think we must reappraise the validity of these assumptions of fragility we make about others; expect that the initial reaction to criticism is apt to be some defensive flak; have faith that if we bear with him throught this understandable reaction he'll come around to looking at the other side of it; be willing to risk the possibility of counter criticism; have faith that he'll be as patient with our flak as we were with his. I think we have to take the working assumptions that others want to do a conscionable job, are strong enough to make use of constructive feedback, and that they are fair.

What I'd like to share with you now is on a little shakier footing in my own thinking, but because it's such a central issue in our profession, I'll try to stutter out where I think I am on this one. It may be man's nature to be engaged in some kind of "work" which he views as useful to himself or even contributory to someone beyond himself, but it's very hard for me to imagine that the great engineer gave us a gene that makes us need to be "employed" for money and that anyone who seems not to

have that need is either a mutation or chronically flying in the face of his genetic reality. Straw man, right? Nobody thinks that.

But does anyone you know operate in such a way that you would almost believe he thought that? Are there any programs around that give you the feeling there's some such premise involved? Do clients ever get a message to the effect, "If you don't value gainful employment there's something wrong with you, but we're here to help you get straight"? If that does happen, what does it do to the relationship with the person?

Many books and articles have been written on the relationship between man and his work. I've read some of them. I've talked and listened to other people talk. The one thing that seems to be clear is that no one is very comfortable about whether the need to work is inherent in man's nature. This makes it somewhat difficult for people who have dedicated their lives to a thing called vocational rehabilitation. Philosophically, physicians seem to have it easy. Who could doubt that it's GOOD to be healthy? We who pattern ourselves after the "medical model" would like to have a touchstone just as solid—like it's GOOD to be gainfully employed. But we don't. How then do we reassure ourselves that our efforts are worthwhile?

Agency identification offers one way. "I work for an agency that takes, as a working stance, the assumption that gainful employment is GOOD and therefore, whether I believe it at a deep, philosophical level or not, I, too, will take that as a working stance and do my utmost to achieve the goals it implies. I can't know what mankind needs, but I do know what my agency wants, so I will work for that." This can get you through the eight-hour day when you're too busy working to think (maybe one of the reasons we believe work may be necessary to our psychic economies) but it doesn't always get you through the quiet moments at home with the relaxing martini. Those are the times when the nagging doubts sneak in; am I just temporizing? When the labor supply so far exceeds the job demands anyway, is it some kind of crazy to imagine that it's important to add more people to an already glutted market? A lot of whom don't seem to want to be there anyway? Is there a resolution to this dilemma? Or is the resolution simply learning to live comfortably with the prospect that only our descendants, through history, will know whether we were fools or "movers and shakers of the world"? And that meanwhile, we can do no more than to take our working stance and do the best we can?

That comes close to being my resolution. For today. Tomorrow, it may have changed. Maybe as a result of something you will say after I finish this presentation.

One thing about man's nature and work I do believe very strongly. That is, however, inherent the need may be, it is NOT number one on the hierarchy. When people are unhappy, they don't work very well. When their love relationships are disturbed or painful, they may have trouble "getting motivated" where work is concerned. When the mortgage is being foreclosed and the doctor bills are mounting, they have trouble concentrating on doing a job if they have one and even more trouble looking for one if they don't. This is hardly news. We're all familiar with Maslow's need hierarchy which puts survival, security, love way before self actualization—for which man's work is a vehicle. But do we sometimes operate as if we'd forgotten that? Do we sometimes get so fixed on our goals, priorities, time pressures, agency pressures, that we try to short circuit this natural progression of need-meeting in the client? And failing this probably impossible task, send him away as "not ready"? With little or no guidance as to how to "get ready"?

Sometimes we may try to build delusions for the client to hold on to. "Look, I know that your family scene, your love scene, your social scene, your fiscal scene, are all bummers right now. But if you'll just hang in there and get your vocational stuff together, you'll find that having one aspect of your life stabilized will give you better footing in all the others. If you're working, your fiscal scene will automatically get better, you'll have a chance to meet some new people, you'll be out of your family's hair. Getting to work is really the via regia to getting straight in all those areas". But what if he just can't do it? I sometimes suspect that some of us professional types have learned to skip rungs on the ladder (which might be our undoing, especially if one rung was love) but maybe the client hasn't perverted his nature with hypertrophy of the intellect and is strictly a first-things-first type of guy. An explanation that was intended to be helpful can rest pretty heavily on a client left saying to himself, "He's telling me the only way—and I just can't do it." Back to Maslow's need ladder. Self esteem is also more basic than self actualization and what have we done when we've contributed to undercutting that?

There was a time when work was an instrument for meeting the most basic need of survival. This is no longer true. In this society. We don't let people starve because they don't work. Work is now an instrument

for meeting the higher level needs of self esteem and self actualization. FOR SOME OF US! If a person doesn't see work as a proper instrument for meeting his needs for self esteem or he doesn't have much of a felt need for self actualization, as we see it, anyway, why is he going to work? How do we get him to? By inducing guilt if he doesn't? By "selling" our value system?

We've looked at the helpfulness of agency identification, now let's look at one of the dangers. We accept the working stance of our agency that moving people into gainful employment is not only worthy, it is what we're paid to do. We also recognize our limitations as to expertise. We're not psychotherapists, we're not gurus, we're vocational rehabilitators. If we were psychotherapists in private practice or gurus our sole accountability would be to the patient or the one-who-is learning. But we're not. Most of us are paid by and therefore also accountable to the taxpayers! Whose agent are we? When? To what extent? What are the rules of loyalty?

Probably rather realistically, we tend to assume that what "the taxpayers" want is to get those guys off welfare. We're tired of supporting them. We know there are exceptions, we're taxpayers and we don't feel that way (do we?), but we're a biased sample by dint of occupational choice. Probably equally realistically, we observe that a number of our clients don't share either our or the taxpayers' enthusiasm for gainful employment. But they do need help to achieve a happier state of being. Do we place our loyalty with the client and say, "Forget the taxpayers, their values are materialistic, dehumanized, WRONG. I'm going to use their money to do what I think is right for the client as a human being and maybe, eventually, he'll go to work and my conscience will be assuaged". Or do we place our loyalty with the taxpayers and say, "Look, client, I can appreciate your other hangups, but everyone else has their problems too and they don't sit around and let other people support them. You have a responsibility to society (the people who are picking up the tab for your groceries) to take care of yourself and then you can start working on the other stuff." Do we alternate between these two? If so, what determines which way we go? Personal liking for the client? William Buckley's persuasive eloquence on T.V. the night before? Do we get confused trying to keep the faith in opposite directions at the same time without recognizing that it's going on?

When it first occured to me that I, a People Helper, might in some sense be an agent for the state, I almost curled up like a dried leaf and

blew away. But it was a reality I had to face very explicitly before I stood a chance of understanding why some of my messages and actions seemed contradictory; they conformed to whichever loyalty was most salient to me at the time. Awareness has not only served as a tool for increasing clarity, it has focused the necessary goal of uniting the two loyalties; both in my own thinking, and out in the world of reality. When the client wants to go to work as badly and as quickly as the program funders want him to, there is no problem—the loyalties are one. When this is not the case, it may be that the first step toward resolution is simply to acknowledge it honestly to the client—you're there for him as far as you can be, but you also have another master.

The private practice psychotherapy model cannot be our model. When we try to assume it we get in trouble because we're automatically sending double messages to the client—one we want to send because it conforms to the model (of being solely the patient's agent) and we respect it, and one we try to hide or deny because it doesn't conform, we're not sure we respect it, and, more to the point, we're not sure we can COPE with it because no one has ever sanctioned it by including it in a model. How can I build a trusting relationship with a client when I'm telling him, "only half of me is on your side"? I suspect a great deal more easily than when that's the reality but you're not telling him. We know what happens to people's behavior when it is premised on denials of reality. What happens to us? For the reasons implied here if for no others, it seems to me we must build models which take into account ALL of our realities instead of adopting pre-existing models which only partially, and maybe dangerously, apply.

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Vocational Rehabilitation—The Past Is Prologue

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A pretentious title such as this deserves pretentious treatment, but I must express my regrets that I am incapable of writing the traditionally scholarly paper. I hope I will be forgiven if my personal experiences in thirty years of vocational rehabilitation tend to dominate this lecture and that my personal biases may be all too clearly evident. I have lived through most of the eventful years of the vocational rehabilitation program and have reached that age where I can be considered one of the pioneers in the field. Someone has defined a pioneer as a maladjusted person, discontented with traditional ways, who strikes out into the uncharted wilderness and is usually buried in an unmarked grave.

I am particularly pleased to have this opportunity to return to Los Angeles since it was here that I began my career in government in 1934 and subsequently in vocational rehabilitation in 1941. I was prepared to become a teacher when the Depression struck and along with thousands of other hopeful graduates went down to the Los Angeles Armory in 1934 in response to a news story about the government employing teachers in a new emergency program. There were long lines of hopeful candidates and I selected the shortest. It proved to be the wrong line since I found when I reached the interviewer I was hired as a "social worker" in the Emergency Relief Administration. Three years of this work in the heart of the inner city qualified me for an interviewer position in the State Employment Service where I became the "Selective Placement Interviewer." This led inevitably to the position of Vocational Rehabilitation Counselor. So, as the result of this careful vocational planning, I became director of the program for twelve years.

During my work in the Emergency Relief Administration I was assigned to the "Watts" area of Los Angeles which was the beginning of my education in the life and problems of the resident of the ghetto. At

that time there were no public service offices in Watts with the exception of the Emergency Relief office. There were no health facilities and those in need of medical care had to take a circuitous route by bus and streetcar to the General Hospital where after waiting all day one might be seen by an over-worked resident. There were no recreational facilities outside of the pool halls and the street. Unlike most jobless people during the Depression, unemployment was an old, old story, and it was there I first heard the bitter comment from Blacks: "Last to be hired, first to be fired."

When I became a counselor I again drew the Watts area. After seven years there was no substantative change in conditions although with the War beginning there appeared to be more job possibilities. I recall referring several Black and Mexican-American clients to a War Production Training program in a nearby white suburb to be trained for riveting jobs in the burgeoning aircraft industry. Those attending the day classes experienced only normal humiliation; those who tried the night classes found themselves routinely picked up by the local police if found in this suburb after dark. The War was well along before this practice was curbed.

When I became director I found that I had taken over a program that was entirely staffed with white personnel—who also were probably Anglo-Saxon Protestants. Why was this? I went to various organizations of minorities and found that they felt most state agencies were closed to Blacks and Mexican Americans. The civil service system seemed admirably designed to perpetuate this discrimination. To qualify for a job, clerical or professional, it was necessary to apply. It was alleged that some minority applicants were rejected at that point on specious grounds. If the applications were accepted, a written examination geared to the middle class college graduate had to be surmounted. Those few who survived then underwent an oral interview which almost invariably eliminated the rest.

It was difficult to convince these groups that I meant it when I told them that the door was now open, that these opportunities were "for real." It was in 1952 that we hired our first Black counselor of vocational rehabilitation in the United States. What a commentary on a social program whose mission was to help overcome handicaps to employment!

In 1952 the California program was a leader in the Nation in numbers of rehabilitations. During my ten years as counselor and supervisor I

learned every trick in the book on how to bet numbers and may have invented a few. The staff I gathered around me as director were as disenchanted as I with our past practices and together we undertook a major change in program emphasis. Many years before it became fashionable we instituted a priority system in which preference was given to welfare recipients, to the severely disabled, and to "those applicants who most clearly represent a social and economic liability to the state." This was not just an ambitious objective, but in light of the climate at that time was probably foolhardy. It was my observation, based on a close knowledge of the California program and fairly complete knowledge of other states, that there existed a very real and pervasive prejudice against welfare recipients among many rehabilitation personnel. The common rationalization was, "With all of the many more 'favorable' applicants coming to our doors why do we waste our efforts on clearly non-motivated people?" We were only partly successful in our efforts and encountered varying degrees of hostility and opposition from some staff members. The attitude of the Federal office could be called guarded praise. Credit was given for our efforts to innovate, but an element of fear persisted that such a drastic shift would reduce our numbers of rehabilitated cases, which certainly proved to be the fact. It was almost twenty years before the national administration of the program made the welfare recipient a high priority and incentive funds were budgeted to encourage the states to greater efforts in serving the dependent and the disadvantaged.

I mention these early efforts at innovation because vocational rehabilitation in its fifty years of life has been slow to change and has clung rather tenaciously to concepts and practices which must be reexamined if we are to survive in the years ahead.

In the fifty years of its history vocational rehabilitation has demonstrated some principles which are still as valid and effective as can be found in any of the so-called "helping services." The emphasis on goal-orientation in dealing with disabled persons has proved to be a strong influence in the direction of comprehensive planning with specific services mobilized to achieve a concrete result—a job. The tradition of a one-to-one relationship with one counselor (ideally) carrying a rehabilitation program from beginning to end has been demonstrated to be a highly effective means of achieving the result of employment. At its best, vocational rehabilitation has functioned on the assumption that every human being is unique, with unique talents, interests, and potential and deserves the best talents of an individual counselor to realize his potential. There is now a growing belief that the relationship may be actually cheaper from a cost-benefit

standpoint than many of the "mass programs" which attempt to deal with large numbers. The results of the project funded jointly by the Office of Economic Opportunity and Vocational Rehabilitation here in the Watts area point to a clear cost-benefit advantage in favor of the traditional "rehabilitation approach" in serving the non-disabled. I think we can point to the landmark project carried out in Woods County, Wisconsin as another example to prove that the one-to-one approach need not be prohibitively costly as compared to the mass approach.

Probably the single unique feature which distinguishes vocational rehabilitation from other programs in the so-called "manpower field" is this practice of working with each individual client to develop an individual plan based on his particular needs. Admittedly, the ideal is not always found in practice and there are some counselors who undoubtedly stereotype their clients and route them into similar stereotyped occupations.

In one sense, vocational rehabilitation is anachronistic in this regard. Through the centuries the thoughtful men who wrote the great books of our culture consistently regarded people as individual human beings. The concept of man in the mass is essentially a twentieth century development. Some justification for this mass approach can be found on the basis of sheer weight of numbers and the necessity to plan broad programs for large categories of people. But human beings are seldom able to solve their problems as part of a category and the dubious results from many of our mass programs are undoubtedly due to this failure to recognize that different people have different problems needing different solutions. It is to be hoped that vocational rehabilitation will never lose this invaluable focus upon the individual.

Inevitably, Mary E. Switzer has said it better than anyone: "That the public attitude that is communicated to the people served is a matter of caring, and that every single thing that is done has to be motivated by that deep, personal emotional commitment to an individual. This cannot be muted or watered-down. From the top to the bottom, this is the essential ingredient tha makes rehabilitation unique, desired and successful."

A concern of mine which has been growing through the years relates to the requirement in many state vocational rehabilitation programs for possession of the masters degree in rehabilitation counseling as a condition of employment at the journeyman level. For many years vocational rehabilitation agencies struggled to gain recognition of the unique problems

of the rehabilitation counselor and the 1954 amendments to the Vocational Rehabilitation Act, which established the graduate programs in our field, were viewed as the answer to our needs. In practice, however, only a relatively small minority of counselors employed by the state agencies have come from the graduate programs. One survey indicated that four out of five counselors hired over a five-year period came from other fields.

However, many state agencies continue to place great weight upon the possession of the masters degree to the point where I suspect this is motivated more by a desire to raise salaries than by a real conviction that a higher quality of service will be given our clientele. I know of one state where a counselor may not compete for a promotional examination to a supervisory position without a masters degree. Surely we must all admit that there are exceptional persons among us without any degrees whose level of educational attainment is far superior to many with advanced degrees. I am pleased to note that California still permits substitution of experience for education for the counselor position, which has made it possible for a number of talented people to progress in the field even though they may not even have attained a bachelor's degree.

This excessive weight being given to degrees is a very real barrier in the case of para-professional aides who are being increasingly employed by many states. While we do lip-service to the concept of a "career ladder", in reality it may be a cruel hoax, since many of these positions are literally dead-end jobs regardless of the fact that many so-called "aides" are performing at a level far above the inadequate wage level at which they are recruited.

Of major interest in discussing this whole problem of artificial barriers to employment and advancement is the March 8, 1971 decision of the United States Supreme Court in the case of Griggs vs. Duke Power Company. In a far-reaching opinion, which received surprisingly little press notice, the court held that the requirement of a high school diploma or success in a standardized general education test as a condition of employment is prohibited by the Civil Rights Act of 1964. There are numerous cases in various courts throughout the country which undoubtedly will be heavily influenced by this decision. There are those who believe that the decision could ultimately place in doubt the validity of many of our Civil Service examining procedures and requirements for advanced degrees as a condition of employment or promotion.

Chief Justice Warren Burger summed up what many of us are beginning to believe: "... any tests used must measure the person for the job and not the person in the abstract." But still in many states the paraprofessional is told he must first get his B.A. degree and to really progress in the field, get that Master's. Why cannot we relax our rigid professional standards and allow for the exceptional person? Is professionalism leading us into a closed-shop cul de sac?

Closely related to the issues of artificial degree requirements is another practice in vocational rehabilitation which many people feel needs reevaluation. Vocational rehabilitation was late in coming to the belief that "professionalization" was necessary and was equally late in coming to the use of standardized tests as a means of determining the potential of our applicants. When I entered the field, intelligence and aptitude tests were rarely used and we depended heavily upon the interview, the work history, and our innate mystical ability to "size up" anybody in terms of work potential. During the forties and fifties the use of standardized tests increased astronomically with many state vocational rehabilitation programs having full-time psychologists on the staff. In my last years in California it was routine to require a battery of tests for every applicant although many supervisors felt that relatively little use was made of them by counselors. In some cases I came to believe that excessive weight given test results resulted in denial of service or limitation of service to certain applicants who did poorly on tests because of the almost inevitable cultural bias found in most of our instruments.

On this subject I like to recall an account I read in the Harvard Educational Review of a project involving the administration of the Goodenough "Draw a Man" test (which I had been led to believe was free of bias) to children in some fifty countries throughout the world. As I recall, the group who scored lowest, with IQ's in the fifties, were Bedouin Arab children. The highest group were Hopi Indian children, who scored close to the genius class. Upon analysis, it was found that the Arab children were forbidden by their religion to "draw a man", which was apparently the equivalent of setting up a graven image. The Hopi, on the contrary, has had several thousand years of tradition in pictorial drawing. So much for the validity of the culture free test.

A rather shocking example of the danger of making judgments on the basis of culturally biased tests came to light when I met a young American Indian college student, who was performing successfully at the Junior year level. This person with a language handicap, a mild speech

impediment, (and dark skin) was placed in a class for the mentally retarded at an early age. Fortunately, someone realized the error before serious damage was done, but one can only wonder how many children have been irreversibly damaged by being given this arbitrary label. People in California should know of the successful suit brought by a group of parents of Mexican-American children enjoining a school district from placing such children in classes for the mentally retarded unless they had tested using the Spanish language.

With greater emphasis in vocational rehabilitation agencies upon serving greater numbers of the disadvantaged and minority groups, one must wonder whether the traditional evaluative methods used so long on middle class applicants is working to the detriment of persons from a different culture. We must face the fact that the preponderance of our counselors in the field come from middle-class backgrounds, with middle-class values, and are obviously most comfortable with applicants who meet their own stereotypes.

As an example of such unconscious stereotyping, I once read a case in which the counselor recorded an interview with a Mexican-American applicant: "He was inappropriately dressed in a blue suit with a white shirt and necktie." Manifestly, he should have appeared in dungarees and work shoes if he expected service. The point I wish to make is that there is a very real danger that our vocational rehabilitation agencies can overlook very real potential among handicapped persons who come to us with differing cultural backgrounds, limited education, or a history of menial employment. As Eric Hoffer once said: "Most people are lumpy with talent." We in rehabilitation, of all people, should be sensitized to spotting such talent and opening up the widest opportunity for people, regardless of test results, school grades, or a background of menial jobs. A successful psychiatrist I know, who happens to be Black, once told he had been counseled in high school into upholstery as a career. Fortunately, the War and the G.I. Bill opened the professional doors to him.

Much of the foregoing could be summed up in the catch-phrase, "low expectations produce low achievement." Experiments have shown, for example, that when teachers are told that certain children should show a sudden spurt in achievement in a given period, they usually do so. As a young counselor I recall striving vainly to identify any occupation which might be possible for a severe athetoid boy whole sole asset appeared to be a sweet disposition. I failed, and years later was rocked to find him performing a complex and precise operation on instruments, one which all logic, reason, and aptitude tests proved was completely impossible.

Obviously, my expectations were low, based on his almost total lack of coordination, severe speech problems, little education, and a generally unprepossessing appearance. In those days we had not really found the secret of using workshop experience as a form of reality testing for those who could not compete with our conventional tests. However, someone felt this athetoid boy would have a chance and in the face of all judgements by the experts he proceeded to demonstrate high ability.

I now must address myself to a sensitive subject about which we used to speak less freely. It has been charged for many years that vocational rehabilitation programs are interested soley in numbers and that this has tended to water down our services to individuals. It is undeniably true that almost without exception our annual statistical reports appear to rank states solely on the basis of cases closed rehabilitated. The complaint of many counselors is that no matter how much they may have labored over a difficult case or how intensive the service provided, "they all look just the same" as far as Washington is concerned. Counselors cynically say that the way to progress in a state program is to learn the tricks of getting numbers and close one's eyes to the real needs of clients. One described the process: "Get a medical, pat him on the back, give him a hunting license, and wait until you catch him on a job."

I was an early dissenter to the philosophy that this "body-count" was the only possible method of evaluating the effectiveness of a state program or of a counselor. For many years I have advocated some means of weighting "rehabilitations" to allow for some measure of qualitative evaluation rather than the purely quantitative one now in use. The problem is not insoluable and a number of proposals have been made which I believe could be adopted and which would give recognition to the genuinely effective rehabilitation casework provided by many counselors. I continually hear from counselors that the Federal agency has established "quotas" of rehabilitated cases and this is the reason for the expedient or the shoddy casework sometimes found. In all honesty, in my thirty years no Federal official ever specifically set a quota for me or my agency. However, the continual ranking of states on the basis of numbers has undoubtedly created a climate in which the states feel they must set quotas for counselors in order to justify their existence.

Manifestly, those who provide the funds for our programs have the right to expect measurable results. It has become a truism that any severely disabled person can be rehabilitated if we are willing to spend hundreds of thousands of dollars and the full time of a counselor for an

unlimited period. With fixed ceilings on budgets and far more potential applicants than we can ever serve, it is obvious that an agency can serve only a segment of the total handicapped population. The problem is, which segment. A growing criticism of vocational rehabilitation programs, now beginning to come from legislators and budget people, is that our agencies tend to set unwritten priorities in which selection preferences results in a disproportionate number of less disabled, bright, middle class applicants while screening out the more severely disabled, the disadvantaged, the less educated, and minorities. In some states this has undergone rapid change and out-reach programs in poverty areas are producing a shift in case loads and in program emphasis. The recent policy of the Federal agency in giving high priority to serving recipients of public assistance is undoubtedly resulting in marked changes in the nature of our case loads in many states. I personally have strongly supported this policy but tried to put it into effect twenty years before it became fashionable. My reasons, however, may differ from those who feel emphasis upon the welfare recipient is necessary in order to show measurable dollar savings. I have always felt a strong moral obligation to make our services, which at their best are among the most valuable yet found, to those who simply cannot find the resources within themselves or within their communities to meet daily crises, let alone solve long standing problems. Most of our counselors grew up in an affluent society and may never attain real insight into the deadening influence of poverty, the erosive effects upon the human spirit of poor housing, poor medical care, and above all the sense of alienation in a society which heavily equates material possessions with success, a lesson hammered home daily by our television through that apparently necessary penalty we pay for the fruits of our industrial society, the advertising industry.

One effort that is being made by some governmental agencies is the borrowing of certain techniques which are supposed to have proven their effectiveness in industry. Basically they can be summed up as the quest for objective measurements although they may go under the various names. Currently "Management by Objectives" is being rapidly adopted by most consulting firms who depend upon innovative techniques to perpetuate themselves. Certainly no one can quarrel with the premise that every employee should clearly understand the scope of his job, his goals, or the mission of his organization. Several problems, however, arise when these methods are superimposed bodily upon programs that are primarily "people oriented." Theoretically, these techniques are successful when

your mission is building a plane or a tank (although any casual reading of journals of industrial management leave the impression that the old problems of staff turnover, expensive re-hiring, employee dissatisfaction, and low production are still with us). A major problem is the deep-seated resistance of many persons to the thought that they are "units" rather than people, that work must be performed "by the numbers" with little or no chance for individual variation.

In my experience in administration I arrived at a few principles which I thought worked for me. One was that you first have to be lucky in the people you gathered around you. I have almost always been lucky and my colleagues have been people who were widely diversified in their interests and approaches to work. I have always tried to regard them as individuals, some of whom may have appeared outwardly more "efficient" than others but all of whom were able to express their individuality, their creativity, and their individual ways of approaching problems. Probably the most successful "manager" I ever knew was a person with the proverbial steel-trap mind, with superb ability to organize an office or a new program, but who unfortunately was a detestable human being whose only friends were those dependent upon him for favors or preferment. I have always believed that staff meetings should be limited to those occasions when it is necessary to reach a concensus; this necessarily reduced the number drastically. Knowing that most of my colleagues put in far more than the required forty hours a week I was considered deplorably weak in enforcing strict office hours, which caused me some trouble with higher authority. Above all, I have religiously practiced the method of ensuring that work performed by a subordinate was credited to that subordinate. Further, in all of my career I have never asked any employee to write a speech for me, a practice which may be justified in a high elective official but which to me is degrading for most administrators in our field.

Psychologists and management authorities for generations have speculated endlessly on what motivates people to work, effectively and productively and harmoniously. Harry Levinson in an article in the July-August 1970 Harvard Business Review comes close: "Every organization is a social system, a network of interpersonal relationships. A man may do an excellent job by objective standards of measurement and fail miserably as a partner, subordinate, superior, or colleague." It has become axiom that satisfactions other than money are major motivators of people and that far more people lose jobs through personality problems than

from lack of competence. Relating these random thoughts to rehabilitation counseling, while I can support the concept of reasonable standards of performance, I can also more strongly support the principle that in our work with people with problems the greatest possible latitude should be allowed for individual differences among counselors in the manner in which they work with their clients. The counselor is engaged in a task which might not unreasonably be considered as delicate as brain surgery and in some states we stop his activity in order to "change the status" of each of his cases, an activity in most programs as meaningful as taking inventory of the paper clips, so far as any use is made of these reports.

May I now refer to the subject of "research and demonstration" in rehabilitation which, beginning in 1954, was to have provided us with new insights into better ways of dealing with human problems. I understand that close to a hundred million dollars have been spent since the beginning of this program and I am hard put to remember more than a handful that I felt had any real impact on the way rehabilitation services were provided. Part of the reason may have been that an inordinate number of these projects were simply re-discovering the wheel and proving the obvious. Another reason could be that much of our research and demonstration effort really was an effort to provide needed services rather than really exploring new techniques. Certainly another reason is that there are agencies, public and private, who frankly live on grants and who have no hesitation about taking on any type of activity which will pay the salaries and overhead.

Another reason looms large in my opinion and has to do with the problem of language. The overwhelming bulk of our final reports are simply not written to communicate with people in the field. It is proverbial that "researchers write for other reseachers" and some less highly qualified person should try to put the findings into English. I have found it hard to understand why so much of our professional writing, in every field, is so ineffably dull. To compare a 19th century scientific treatise with one in the twentieth century you find almost invariably that the earlier one has more life, more feeling, more grace, and it may even show enthusiasm! How useful to an administrator or a counselor in rehabilitating the disabled is the following quotation from a final report of a research project?

> "Wolpian-type systematic desensitization organized on a group basis with fear categories and hierarchies selected from aversive work-related experiences can expediently reduce fear responses and defensive avoidance reactions blocking client rehabilitation."

This is one I culled from a paper published by my own department which actually purported to "explain" a new strategy for delinquency prevention:

> "A variety of techniques are available such as multiple regression, raw and residual gain measure, transition rate analysis, cross lagged correlation, cross product moment analysis, and sixteen-fold table analysis.
>
> "Alienation is seen as an intervening variable which specifies the relationship between perceived access to desirable social roles and our conceptualization of this relationship suggests a possible interaction effect."

Why do we continue to commit these offenses against language in the name of professional writing? I have speculated that too often it is the result of university training in which clear concise English might be considered unworthy of the grade one needed to stay in graduate school. A friend of mine working on his dissertation narrowly escaped failure because his faculty committee fastidiously suggested that "his writing was too much like literature." Gibbon, Huxley, or Darwin could never have survived the standards of such committees. I believe another reason is fear of one's peer group; the more sesquipedalian verbiage one uses the more one conforms to the norm. Possibly another reason might be the uncharitable thought that one doesn't really have much to report and it is best to conceal the fact with professional jargon.

I think if rehabilitation research and demonstration is to have any future in the next fifty years it must first be meaningful and worth doing, must have some relevance to the real needs of the field, and must be written so that it can communicate ideas to those who can put them into action. Otherwise our researchers will continue to carve cherry-stones instead of monuments and bury their failures in an avalanche of what has been variously called "Jargantua", "Barnacular", "Educanto", or in good old American, "Gobblygook."

It would appear from much of the foregoing that I feel that vocational rehabilitation has stood still through these fifty years. This, of course, is not true and there have been changes for the good. Many state programs are showing signs of reacting to the revolutionary social changes around us. More counselors are rebelling against the dehumanizing pressure for raw numbers and are openly or surreptitiously serving people who won't produce the quick, cheap closure which some supervisors and administrators still see as the ultimate mission.

But I continually find myself running into stone walls when I try to establish a dialogue based on insights into the hidden springs of our current unrest and guessing as to our hopes for survival in the future, not only as institutions and agencies, but as the human race. John Gardner has put it well when he said in 1969:

> "These are dark days for the nation, days of controversy, days of violence, days of blind groping. . . . We do not have to look far to identify signs of age and rigidity in our institutions. The departments of the Federal Government are in grave need of renewal; state government is in most places a nineteenth-century relic; in most cities, municipal government is a waxwork of stiffly preserved anachronisms, the courts are crippled by archaic organizational arrangements; the unions, the professions, the universities, the corporations—each has spun its own impenetrable web of vested interests."

It is not enough for us in the field of rehabilitation to point proudly to our "production" records and open up a showcase office in a ghetto or two. Where we should be in the forefront of struggles against the causes of disability too often we are passively enduring them and reacting rather than taking leadership in bringing about change. The easy way out is to blame our current troubles on maladjusted people who should have been able to overcome their handicaps and achieve success and respect—as I, of course, have so clearly demonstrated in my own life. Dr. Judd Marmor of Los Angeles in an article called "Psychiatry and the Survival of Man" makes a point which all in rehabilitation should take to heart:

> "It is not the 'defectives' among us but we the 'normal' ones, who constitute the problem—all of us, the pillars of the community, the state, and the church, with our shared and consensually validated group attitudes. It is we, the 'normal' people, who continue to fight wars, cut down forests, pollute lakes and rivers, poison the atmosphere, destroy wildlife, discriminate against minorities, and pursue profits—we, the 'normal' people, not the world's neurotics or psychotics."

California has been the stage on which several dramas of farreaching import have been played. While there have been earlier "uprisings" in ghettos, Watts in 1965 became world news and regardless of our feelings for or against the rioters, they started a wave of protest which probably solved no immediate problems but in signals of smoke told the world that people would no longer passively endure neglect and alienation. I can disagree violently with the Berkeley "free speech" movement but it really was the beginning of an assault on our universities and our

institutions which has had such impact that higher education can never be quite the same. And an obscure Chicano in Delano achieved what every knowledgeable person in the labor movement said was impossible—the effective organization of the most dispossessed group in all our population—the migrant farm worker. And of immediate interest to us in rehabilitation, an organization flowered on the beach in Santa Monica which, in the opinion of many, has proved that former drug users are more effective in promoting rehabilitation than our most highly trained professionals. Synanon has changed practically every agency which has attempted to treat the addictive personality, although we have now restored our dignity by calling such people "para-professionals" or "consumer involvement."

Albert Schweitzer once said:

> "We are burdened with a great debt. We are not free to confer benefits on these people, or not confer them, as we please. It is our duty. Anything we give them is not benevolence but atonement."

The Western world carries a great burden of guilt and no country more than ours. It can partially be summed up in the words of Alvin Josephy in *The Indian Heritage of America*:

> "The gentle and unwarlike Arawaks of the Greater Antilles were described by Columbus as showing as much lovingness as though they would give us their hearts. At the same time he was writing back to Spain: 'From here, in the name of the Blessed Trinity, we can send all the slaves than can be sold.' "

Against such a bloody backdrop our history became tainted with violence, hatred, and racism and we in rehabilitation should know that part of our role is one of expiating the sins of our forefathers.

I have always thought the much-quoted words of John Donne could well be a guiding rule for all of us:

> "No man is an island, entire of itself; Everyman is a piece of the continent, a part of the main; If a clod be washed away by the sea, Europe is the less, as well as if a promotory were;
>
> Any man's death diminishes me, because I am involved in Mankind; And, therefore, never send to know for whom the bell tolls; It tolls for thee."

And, possibly from the sublime to the ridiculous, a line from Norman Mailer:

> "Bless us all as we explore the night."

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1966—Fifth Annual Distinguished Lecture Series

Medical Classification of Disabilities for Educational Purposes—A Critique
Francis E. Lord, Professor of Special Education, California State College at Los Angeles

The Role of Language in the Development of the Preschool Deaf Child
Boris V. Morkovin, Professor Emeritus, USC

A Professor in a Hurry: The Need for Standards
Maynard Reynolds, President, Council for Exceptional Children, and Chairman, Department of Special Education, University of Minnesota

Yesterday Was Tuesday: Issues in Language Instruction for the Severely Mentally Retarded
May V. Seogoe, Associate Dean, School of Education, UCLA

Language Research in Relationship to the Mentally Retarded and Cluturally Deprived
Melvyn Semmel, Associate Professor of Education, University of Michigan

Headstart on Headstart: A Thirty Year Evaluation
Harold M. Skeels, Retired, Community Service Branch, NIMH, U.S. Public Health Service.

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Donald G. Ferguson, Ph.D., Associate Director, Interprofessional Research Commission on the Pupil Personnel Services, University of Maryland.

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Berthold Lowenfeld, Ph.D., Research Professor, Frederic Burk Foundation for Education, San Francisco State College

Goal Setting in Teaching the Retarded
William W. Lynch, Ph.D., Professor of Education and Chairman, Educational Psychology ,Indiana University

Prescriptive Teaching: An Integrating Concept
Laurence J. Peter, Ed.D., Associate Professor of Education, University of Southern California

A Personal Odyssey in Speech Therapy
Lee Edward Travis, Ph.d., Profesor and Dean, Graduate School of Psychology, Fuler Theological Seminary

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Beatrice Wright, Ph.D., Professor of Psychology, University of

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Maurice F. Freehill, Ed.D.
Profesor of Educational Psychology
University of Washington

Export and Import Trade in Special Education
Frances A. Mullen, Ph.D.
Consultant of the Education of the Handicapped
Former Asistant Superintendent of Chicago Schools

Cavalcade of Special Education
Romaine P. Mackie, Ph.D., Former Chief
Education of Handicapped in Lo Income Areas
Division of Compeansatory Education
Bureau of Elementary and Secondary Education
Office of Education
U.S. Department of Health, Education and Welfare

Behavioral Research in Special Education
Norris G. Haring, Ph.D.
Professor of Education
University o fWashington

A Forward Loking Concept in Rehabilitation: Reflections on the Young Adult Institute
Bert MacLeech, Ed.D.
Associate Professor of Education
University of Southern California

The Principle of Residential Therapy as a Rehabilitation Tool
Edward L. French, Ph.D.

Psychology, Education, Special Education: Priorities and Territories
Jack I. Bardon, Ph.D.
Professor of Education
Rutgers University

Eigth Annual Distinguished Lecture Series*--1969

WORLD-WIDE DEVELOPMENTS IN MENTAL RETARDATION
Gunnar Dybwad, Ph.D.
Professor of Human Development
Florence Heller Graduate School for
Advanced Studies in Social Welfare,
Brandeis, University

RECENT RESEARCH IN REHABILITATION COUNSELING -
PERTINENT OR NOT?
Gerald Fisher, Ed.D.
Superintendent of Schools
Hot Springs, Arkansas

COPING WITH TOMORROWS PROBLEMS OF CHILDREN AND YOUTH
Henry Leland, Ph.D.
Professor of Rehabilitation Counseling
Ohio State University

THE POLITICS OF COUNSELLING
Joseph Stubbins, Ph.D.
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California State College, Los Angeles

LEGISLATIVE DEVELOPMENTS AND PERSPECTIVES IN CALIFORNIA
Chester A. Taft, M.A.
Lecturer in Education
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CULTURALLY DIFFERENT
Milton E. Wilson, Jr., Ph.D.
Professor in Rehabilitation Counseling
Kent State University

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Professor of Education
University of Southern California

MANAGEMENT STRATEGY AND THE ORGANIZATION OF REHABILITATION

Harry A. Grace, Ph.D.
Department of Management
Graduate School of Business Administration
University of Southern California

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Bernard Rimland, Ph.D.
Institute for Child Behavior Research
San Diego, California

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Charles B. Truax, Ph.D.
Professor of Rehabilitation Counseling
University of Calgary

DEFINING MENTAL RETARDATION

Oliver P. Kolstoe, Ph.D.
Professor of Special Education
University of Northern Colorado

Selected Doctoral Dissertations From 1966-1971 At The University of Southern California Relative To The Psychology And Education of Exceptional Children and Youth

Mental Retardation:

Ashurst, Donald Ivor, 1969 (Educational Psychology). Social System and Psychological Models in the Labeling of Children as Mentally Retarded.

Barron, Robert Francis, 1967 (Psychology). Transfer of the Partial Reinforcement Extinction Effect Across Tasks in Normal and Retarded Boys.

Carlyle, Melissa Meythaler, 1969 (Education). Comparison of Methods of Using Film Loops in Job Training of Educable Mentally Retarded High School Students.

Chapman, Mary Veronica, 1967 (Psychology). Measuring Thought Process as an Ego Function in Schizophrenia, Mentally Retarded and Normal Adolescents by Means of the Rorschach.

Clair, Theodore Nat, 1969 (Education). A Study of the Relationship Betwen Treatment and Growth and Intelligence in Phenylketonuria Children.

Dobson, James Clayton, 1967 (Education). Intellectual and Linguistic Development in Treated and Untreated Phenylketonuria Children.

Dunham, Jack Lewis, 1967 (Psychology). The Role of Intellectual Abilities in Concept Learning.

Edgington, Herbert Joe, 1968, (Education). The Administration and Supervision of Programs for the Educable Mentally Retarded.

Eklund, Liv Helena, 1965 (Educational Psychology). The Relative Efficiency of Prompting and Confirmation Learning Paradigms in Teaching Meaningful and Meaningless Material to Retarded and Normal Children.

Erickson, Donald, 1969 (Education). Placement Characteristics of Educable Mentally Retarded and Educationally Handicapped Children.

Gelhart, Robert Preston, 1968 (Special Education). Auditory Discrimination in the Educable Mentally Retarded.

Gilliland, Harold Gene, 1969 (Education). Presentation and Response Modes Affecting Paired Associate Learning in Retarded Children.

Herz, Morton, 1969 (Special Education). Past Failure and Its Effect on Devaluation of the Educable Mentally Retarded.

Justice, Robert Sidney, 1968 (Social Work). Coping Patterns of Parents of Mentally Retarded Children.

Kramer, Richard Albert, 1966 (Education). Reversal and Nonreversal Shift Performance of Retardates Under Various Motivational and Stimulus Conditions.

McCleery, Margret Elizabeth, 1969 (Education). The Principal's Role in the Organization and Administration of Classes for the Educable Mentally Retarded in Junior High Schools.

Newberg, Philip Frederick, 1970 (Educational Psychology). School Achievement and Perceptual and Behavioral Development in Treated Phenylketonics and Children with Learning Disabilities.

Pandey, Carol Joyce, 1970 (Psychology). Verbal and Motor Mediation in Normal Children of Two Ages and Retarded Individuals.

Pinegar, Rex Dee, 1967 (Special Education). A Comparison of a Conventional Teaching Technique with a Programmed Instruction Technique as Aplied to Teaching Basic Arithmetic Addition and Subtraction Combinations to Normal and Mentally Retarded Boys.

Thiel, Richard Henry, 1968 (Education). An Analysis of Socio-Cultural Factors and Performance of Primary Grade Children.

Weithorn, Howard B., 1969 (Education). The Functional Aspects of Adlerian Constructs in Understanding and Assisting Disadvantaged Children.

Schild, Sylvia, 1968 (Social Work). Parental Adaption to Phenylketonuria.

Schuetz, Jack Lee, 1970 (Educational). Job Satisfaction and Dissatisfaction Among Teachers of Secondary Educable Mentally Retarded.

Sharp, Charles Arthur, 1971 (Education). Performance of Retardates on Piagetian Tasks as a Function of Ethnicity.

Simpson, Robert Lee, 1968 (Education). A Study of the Comparability of the WISC and the WAIS and the Factors Contributing to their differences.

Smith, Ruth Ellen, 1968 (Education). The Effects of Distracting Stimuli upon Mentally Retarded Minors in the Performing of Different Kinds of Tasks.

Stern, Harold Oscar, 1970 (Education). The Competence of a Mildly Retarded Population.

Streifel, John Arthur, 1971 (Education). The Use of the Orienting Reflex to Test the Zeaman and House Theory of Attention.

Williamson, Malcolm Lynn, 1970 (Educational Psychology). Treatment Effects on Physical Growth and Mental Development Among Phenylketonuric Children.

Emotionally Disturbed:

Birnbaum, Louis, 1966 (Education). A Comparative Study of the Relation of Broken Homes to the Social Class and School Success of Secondary School Boys.

Chambers, Alma Clyde, 1967 (Educational Psychology). Anxiety, Physiologically and Psychologically Measured and its Consequences on Mental Testing Performance.

Chapman, Mary Veronica, 1968 (Psychology). Measuring Thought Process as an Ego Function in Schizophrenic, Mentally Retarded and Normal Adolescents by means of the Rorschach.

Deatherage, Richard Marion, 1971 (Education). Modifying Appropriate and Interfering Behaviors in Autistic Children Using a System of Behavior Modification Therapeutic Teaching.

Forbing, Shirley M., 1970 (Education). An Analysis of Teacher Training Programs for the Education of the Emotionally Disturbed.

Garris, Raymond Philip, 1970 (Education). The Use of Behavior Rating as an Indicator of Concomitant Development in a Prescriptive Teaching Program.

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Lieberman, Jack Noel, 1970 (Education). Effects of a Clinical Educatinal and Behavior Modification Program on the Classroom Behavior of a Disturbed Adolescent.

Roclin, Martin, 1966. Behavioral Seriousness and Impulse-Control Balances in Delinquency.

Rosenberg, Harry Ewing, 1971 (Educational). An Experimental Study of the Effectiveness of Special Classes Using Behavior Modification Techniques.

Sussman, Edward, 1966 (Education). A Projective Look at the Educational History of Adult Mental Patients.

Weingaertner, Arthur Hans, 1969 (Psychology). The Effects of a Self-Shock Procedure on Hallucinatory Activity in Hospitalized Schizophrenics.

Socio-Educationally Disadvantaged:

Campbell, Myra Grace, 1969 (Education). Prekindergarten Training and Its Relationship to the First Grade Achievement of Educationally Disadvantaged Children.

Foster, Judilynn Theisen, 1967 (Psychology). Some Effects of Preschool Experience on the Genaral Intelligence and Creativity of Culturally Disadvantaged Children.

Garber, Malcom ,1968 (Education). Ethnicity and Measures of Educability: Differences Among Navajo, Pueblo and Rural Spanish American First Graders on Measures of Learning Style, Hearing Vocabulary, Entry Skills, Motivation, and Home Environment Processes.

Hepner, Ethel Marion, 1970 (Education). Self-Concepts, Values, and Neds of Mexican-American Underachievers.

McKinstry, John Arthur, 1969 (Education). The Middle Class Educator and the Culture of Minority-Poverty Youth: An Analysis of the Reaction of Educators to Selected Experiences in the Cultural Milieu of Disadvantaged Youth.

Palomares, Uvaldo Hill, 1966 (Education). A Study of the Role of Mobility in the Acculturation Process of Disadvantaged Mexican-Americans in the Coachella Valley.

Poulson, Marie Kanne, 1971 (Education). Automatic Paterning of Grammatical Structures and Auditory and Visual Stimuli as Related to Reading in Disadvantaged Mexican-American Children.

Powell, Clyde Frances Allen, 1966 (Education). The Rehabilitation of School Dropouts Through an Intensive Summer School Program.

Sitkei, Emil George, 1966 (Education). Comparative Structure of Intellect in Middle and Lower Class Four-Year-Old Children of Two Ethnic Groups.

Tate, Elfleda Jackson, 1966 (Education). An Analysis of Health Education Textbooks in Reference to the Needs of the Culturally Deprived Child.

Taylor, Marie Elizabeth, 1969. Investigation of Parent Factors Affecting Achievement of Mexican American Children.

White, Isadore Herman, 1969 (Education). Counseling the Children of the Urban Poor.

Learning Disabilities—Educationally Handicapped

Ariel, Abraham, 1971 (Education). Behavior Therapy for Self-Direction.

Barretta, Norma Podosqek, 1970 (Education). Approach Teaching of Educationally Handicapped Students in the Torrance Unified School District.

Brady, Richard Campbell, 1970 (Education). Effects of Success and Failure on Impulsivity and Distractibility of Three Types of Educationally Handicapped Children.

Brown, ohn Lawrence, 1969 (Education). The Frostig Program for the Development of Visual Perception in Relation to Visual Perception Ability and Reading Ability.

Burch, Charles William, 1968 (Education). Assessment Variables Relevant to the Referral and Placement of Pupils in Educationally Handicapped Classes.

Dawes, Darrel Lee, 1969 (Education). A Comparative Analysis of Thre Approaches to Beginning Reading.

DiJames, Dennis Daniel, 1969 (Education). The Effect of Three Classes of Reinforcement on Verbal Operant Conditioning.

Elliot, Robert Thomas, 1966 (Education). Concept Formation Abiilty in "Brain-Injured" Children of Normal Intelligence.

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Hayes, Mabel Edwina, 1967 (Educational Psychology). Prescriptive Teaching as a Supplement to Behavior Modification in the Remediation of Learning Disorders.

Hotchkiss, James Merel, 1966 (Education). The Modification of Maladaptive Behavior of a Class of Educationally Handicapped Children by Operant Conditioning Techniques.

Hunter, Carol Pitschner, 1968 (Education). Classroom Climate and Pupil Characteristics in Special Classes for the Educationally Handicapped.

Knirk, Doyle Allen, 1971 (Education). The Problems of Secondary Educationally Handicapped Students as Perceived by Their Teachers.

Machistic, John, 1969 (Education). Home Counseling for Parents of Educationally Handicapped Secondary School Pupils.

Margolese, Arthur, 1970 (Education). The Relationship of Hyperacusis to Hyperkinesis among Regular Classroom Pupils as Compared to Educationally Handicapped Pupils.

Nivette, James DeWayne, 1968 (Education). Cognitive, Linguistic, and Perceptual Handicaps: Discriminant Patterns in Learning Disorders.

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Brenner, Norman Cecil, 1969 (Communicative Disorders). Effect of Types of Rehearsal on Frequency of Stuttering.

Cooper, Donna Jean, 1971 (Communicative Disorders). Word Familiarity and Frequency of Stutering.

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Aber, Robert, 1968 (Physically Handicapped). Interpersonal Perception between Physically Handicapped "Problem" and "Non-Problem" Adolescents and Their Mothers.

Cable, Stella B., 1971 (Education). Perceptions of Administrative Practice in California's Development Centers for Handicapped Minors Program.

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McGuire, Lenore Lillian, 1968 (Education). Psychodynamic Development Problems of the Congenitally Blind.

McLean, Mary Catherine, 1971 (Education). Conceptualization and Management of Deviant Children in a Parochial School System.

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University of Southern California

Graduate Study in the Education of Exceptional Children

Programs in Special Education

A. Teacher training:

This program consists of both in-service and pre-service training. These are primarily at the graduate level although an undergraduate sequence is available to young people interested in special education. At present the USC teacher preparation programs are accredited in the areas of mental retardation, speech correction and lip reading, deaf and hard-of-hearing, and physically handicapping conditions. Credentials to teach educationally handicapped, emotionally disturbed, and/or neurologically handicapped do not exist in California at present, but a complete sequence of courses does exist in teacher preparation.

B. Graduate degree programs:

The School of Education and the Department of Special Education offer four basic degrees: Master of Science in Education, Advanced Master of Science, Doctor of Education, and Doctor of Philosophy.

Master of Science in Education:
This is the basic degree in the School of Education and is closely connected with teaching credential programs. For persons interested in teaching positions and who do not desire a higher degree, it is possible to complete the M.S. without a thesis after completion of the required sequence of courses. Fellowship students are expected to complete one or more special education teaching credentials as part of their master's program.

Advanced Master of Science:
This is a sixth-year degree and includes the writing of an advanced study somewhat beyond the level of a master's thesis.

Doctor of Education and Doctor of Philosophy:
Doctoral programs in special education offer advanced preparation for leadership or research in the areas of Administration of Special Education, Education o fthe Emotionally Disturbed, Education of Children with Learning Disabilities, Education of the Mentally Handicapped, Education of the Gifted, Education of the Physically handicapped and Research in Education of Exceptional Children.

C. Special Programs

Evelyn Frieden Center for Educationally Handicapped Children

The Department of Special Education operates the Evelyn Frieden Center for Educationally Handicapped Children which is located in the Waite Phillips Hall of the School of Education. The Center provides the graduate student in Special Education a specially designed and equipped facility for precise study of teacher-child interraction, precision teaching, and a laboratory for research and development of materials and methods. For the teacher engaged in advance studies at the University, it offers opportunities to investigate and test new methods in dealing with children in individual as well as group sessions.
The Frieden Center is staffed by the faculty of the Department of Special Education with Dr. William Rueff - Director, Dr. Robert Rutherford - Associate Director, and Mrs. Rene Dubins - Coordinator of Services.

Instructional Materials Center for Special Education:

The United States Office of Education established one of its regional materials centers at USC. As an adjunct to the Department of Special Education it offers students a wealth of materials resources, library, and bibliographic print-outs from its computer retrieval system.

JOHN TRACY CLINIC

The University and John Tracy Clinic have combined their resources to offer a program designed to train teachers of the deaf, especially the deaf of preschool and elementary school age. The program coordinates the specialized training of the deaf with nursery and elementary school philosophy, child growth and development, and the adjustment and guidance of parents of deaf children. The courses in the program are regular University courses, designed to meet degree and teaching credential requirements for those studying to qualify as teachers of the deaf.

The John Tracy Clinic operates under the direction of Dr. Edgar L. Lowell.

Faculty of the Department of Special Education University of Southern California

A. JEAN AYRES, Ph.D., Visiting Professor of Education, Research in Perceptual-Motor Dysfunctions.

LEO F. BUSCAGLIA, Ph.D., Associate Professor of Education, Learning Disabilities of the Educationally Handicapped.

JOE G. COSS, Ed.D., Associate Professor of Education.

WYLDA HAMMOND, M.D., Associate Professor of Pediatrics, School of Medicine, Physical Handicaps and Director University Affiliated Program.

GERALD S. HASTEROK, Ph.D., Associate Professor of Education, Learning Disabilities of the Educationally Handicapped, Department Chairman.

WILIAM HIRSCH, Ph.D., Adjunct Assistant Professor of Education, Mental Retardation.

RICHARD KOCH, M.D., Professor of Pediatrics and Adjunct Professor of Education, Children's Hospital, Rsearch, Physical Handicaps, Mental Retardation.

EDGAR LOWELL, Ph.D., Professor of Education and Administrator of the John Tracy Clinic, Deaf and Hard-of-Hearing.

GERALD I. LUBIN, M.D., Assistant Professor of Psychiatry and Assisstant Professor of Education.

BERT MacLEECH, Ed.D., Associate Professor of Education, Mental Retardation, Vocational Rehabilitation.

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ROBERT B. RUTHERFORD, Ph.D., Assistant Professor of Education, Behavioral Disorders of the Educationally Handicapped.

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SAMMIE KAY SKATVOLD, M.A., Lecturer, Deaf and Hard-of-Hearing, John Tracy Clinic.

ALATHENA SMITH, Ph.D., Adjunct Assistant Professor of Education, Deaf and Hard-of-Hearing.

STARLA C. WARBURTON, M.A., Lecturer in Education, Deaf and Hard-of-Hearing

CAROLYN WETMORE VASH, Ph.D., Lecturer in Education, Physical Handicaps.

ERNEST P. WILLENBERG, Ed.D., Lecturer in Education, Administrator Special Education in Los Angeles City Schools, Administration of Special Education.

EDDIE H. WILLIAMS, Ed.D., Assistant Professor of Education, Mental Retardation, Research.

CHARLES WATTS, Ed.D., Director, Instructional Materials Center for Special Education.

University of Southern California
School of Education Graduate Study in Rehabilitation Counseling

DEGREES

Master of Science in Education
Advanced Master of Education
Doctor of Education
Doctor of Philosophy

Programs leading to:
California School Counseling Credential
Master of Science in Education
Advanced Master of Education
Doctor of Education
Doctor of Philosophy

Preparation for Employment as:
Rehabilitation Counselors
College teachers in Rehabilitation Counseling and Counselor Education
School Counseling
Research and Administration in Rehabilitation
Consultants in Rehabilitation

THE PROFESSION

Rehabilitation Counseling is a rapidly expanding service profession concerned with assisting handicapped individuals in their search for vocational and social adjustment.

THE COUNSELOR

The counselor counsels with physically, mentally and socially handicapped individuals to help them return to productive employment. He assesses their needs and problems to help them make choices about their futures. In the process he coordinates the services of various community agencies in planning and overseeing a training and restoration program designed to meet this goal.

OPPORTUNITIES

There is a repidly increasing need for rehabilitation counselors in both state and private agencies. Counselors are serving in state departments of rehabilitation, chronic disease hospitals, correctional facilities, community rehabilitation centers and sheltered workshops.

THE PROGRAM

The program includes: Two years of full-time study with specialization in Rehabilitation Counseling leading to the degrees of Master of Science in Education or Advanced Master of Education; a program for persons currently employed in the field of rehabilitation who wish to complete the requirements for the Master's degree on a part-time basis; and an Ed.D. or Ph.D. in Rehabilitation Counselor Education with opportunities for specialization in such areas as counseling, counselor education, rehabilitation programs administration or rehabilitation research.

THE CURRICULUM

The curriculum consists in part of courses such as the Introduction to Rehabilitation; Vocational Development Theories and Occupational Information and Processes; Measurement Theories and Procedures; Dynamics of Behavior; Medical and Socio-Pspchological Aspects of Disability; and Counseling as a Profession.

Emphasis will be placed on observation of community agencies involved in rehabilitation and on supervised counseling and internship in these settings.

FACULTY, DEPARTMENT OF COUNSELOR EDUCATION

ROSEMARY CALLAHAN, M.Ed., Clinical Instructor, Rehabilitation Counseling Program

EARL F. CARNES, Ph.D., Professor, Counselor Education

BETTE HARRELL, Ph.D., Instructor, Counselor Education

BERT MACLEECH, Ed.D., Associate Professor,Sepcial Education

FRED A. MOORE, Ed.D., Assistant Professor, Assistant Coordinator, Rehabilitation Counseling Program

WILLIAM OFMAN, Ph.D., Asociate Professor, Counselor Education

DIANA RHEINSTROM, M.S., Lecturer, Medical Aspects of Rehabilitation

DONALD R. SCHRADER, Ph.D., Asociate Professor, Coordinator, Rehabilitation Counseling Program

IVAR THOMAS, Ph.D., Adjunct Assistant Professor, Counselor Education

MARY ELLEN TORREZ, M.A., Instructor, Rehabilitation Counseling Program

DIANE SUNDBY, Ph.D., Instructor, Counselor Education

UNIVERSITY OF SOUTHERN CALIFORNIA

Summer Session 1972

Eleventh Annual Series

of

Distinguished Lectures
Special Education and Rehabilitation

June 19—Special Education and the Minority Child

Reginald Jones, Chairman, Special Education, University of California at Riverside

June 26—The Emotional Considerations in the Teaching of Children with Learning Disabilities

Belle Dubnoff, Director, Dubnoff School for Educational Therapy

July 10—Famous Persons who have been Handicapped: A Critical Analysis

Harry J. Baker, Former Director of Special Education, Detroit Public Schools

July 17—Rehabilitation: Revolution or Regression

Dr. Seymour Kolko, Psychiatric Consultant, Department of Rehabilitation (State of California)

July 24—Rehabilitation and Poverty

Dr. Martin Acker, Professor of Counselor Education, University of Oregon

July 31—Development of Competencies

Mary Reilley, Professor of Occupational Therapy, University of Southern California

August 7—Dynamics of Substance, Abuse and Management

Dr. Vernelle Fox, Chief Physician, Alcoholism Service Long Beach General Hospital; Coordinator of Alcoholism Programs, U.S.C. School of Medicine, Research and Training Division